

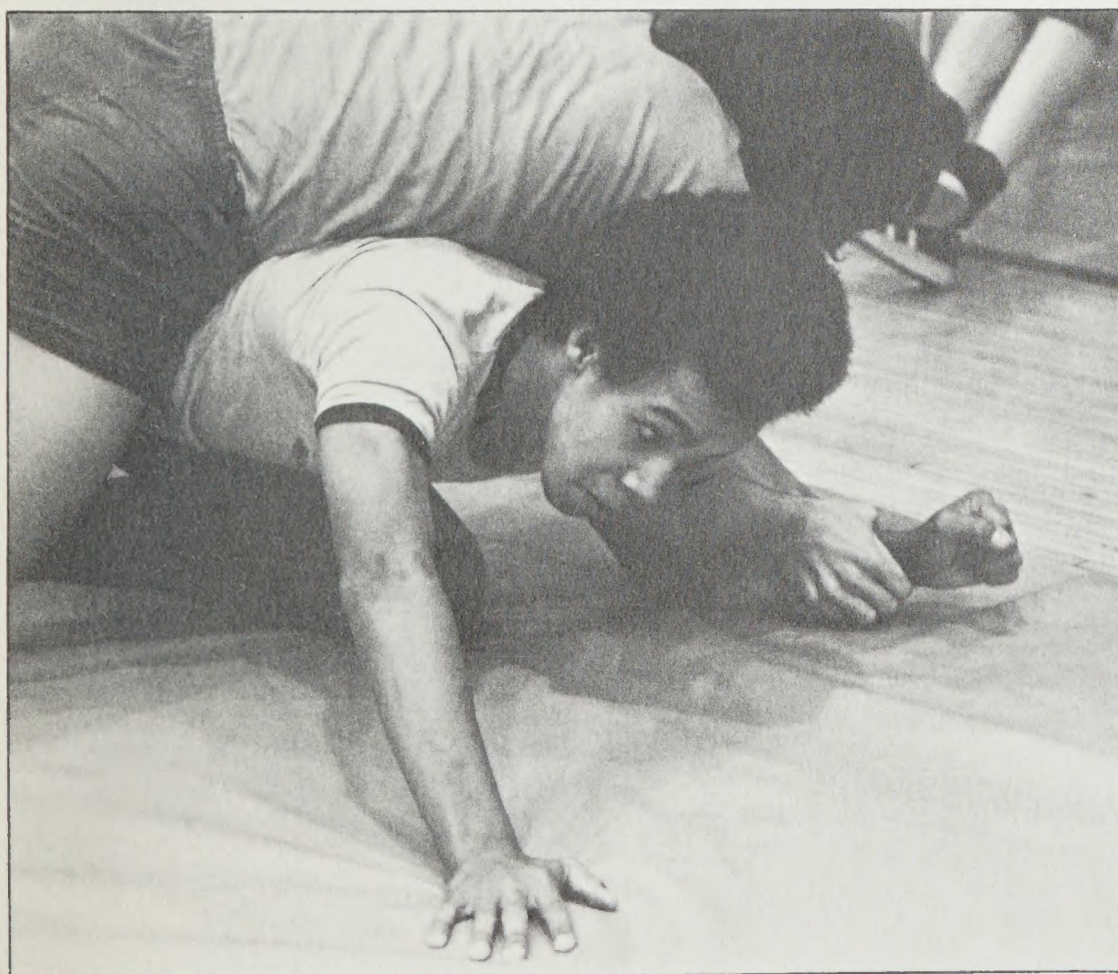
Ministry
of
Education

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Minister of Education
Hon. Thomas L. Wells

Curriculum Guideline for the
Intermediate Division

Physical and Health Education

1978



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Introduction

This guideline states the policy of the Ontario Ministry of Education with regard to physical and health education in the Intermediate Division. It is intended to assist individual teachers and local curriculum committees in developing courses of study, and it describes the options and variations that may supplement the required components of these courses.

It is hoped that this guideline will encourage individual boards and schools to design programs in physical and health education that are vital, fulfilling, and relevant to the needs of the students in their specific locale.

It should be noted that this guideline supersedes the guideline entitled *Physical and Health Education, Intermediate Division, 1973*.

General Policy

Physical and health education is mandatory in the Primary and Junior divisions, as stated in *The Formative Years*. Courses in physical and health education must also form a part of the students' total program in Grades 7 and 8.

Physical and psychomotor development are major aims of physical and health education. Teachers, principals, and other program planners for Grades 7 and 8 should recognize that in order for students to achieve significant improvements in these two areas, a minimum of three instructional activity sessions per week are required. To be effective, these sessions should offer sufficient variety and vigorous activity, and should ensure the maximum participation of all students.

In Grades 9 and 10, credit courses in physical and health education must be made available to all students (I 73-071). The school principal should ensure that students are given all possible encouragement and guidance in making physical and health education an integral part of their programs.

A credit course in physical and health education must be offered in Grades 9 and 10. In addition, a school may offer a Grade 10 credit course in health education (I 73-072). If such a course is offered, it must be structured so that there is no unnecessary overlap in the content of the two courses. It should be noted that in physical and health education credit courses the health education component must comprise approximately 25 per cent of the total time allotment. Physical Education without a health education component cannot be offered as a credit course in Grades 9 and 10.

On the written request of a parent or guardian, or of a student who has reached the age of majority, the right to withdraw from any component of a physical education or health education course shall be granted, where such component is in conflict with a religious belief held by the student, guardian, or parent. Where such withdrawal involves a significant portion of the course time, and an alternative component of work in physical and health education cannot be scheduled for the student, the principal shall reduce the credit value of the course for that student.

The Intermediate Student

A knowledge of the needs and characteristics of the Intermediate student will create a greater awareness in teachers of the necessity for implementing compatible physical and health education experiences.¹

The following statements apply to Intermediate students, those in Grades 7 to 10, generally ranging in age from twelve to sixteen.

1. *Developmental tasks*

- achievement of independence
- establishment of positive self-concept
- development of an interest in, and empathy for, other people as individuals
- development of individual sexuality
- acquisition of skills that will lead to self-reliance and a vocation
- acceptance of the physique
- the effective use of the body
- development of a personal value system

2. *Growth characteristics*

- Most adolescents are *not* awkward and, in fact, learn physical skills and body controls quite easily.
- There is no evidence that vigorous activity will endanger the heart function of the healthy young child or adolescent. A medical examination, to provide assurance regarding the participant's state of health, is a wise practice.
- There is a positive correlation between the physical and mental development of adolescents.
- Rapid growth and physical change can make self-acceptance difficult for the adolescent. Extreme self-consciousness about physical development is a major concern for many students.
- An advance knowledge of the changes taking place in the body will positively influence the student's attitudes towards these changes. Teachers should point out the relationship of the student's present stage of physiological development to the stages that have preceded and that will follow it.
- The student's physical self-concept is greatly influenced by his or her "significant others". Teachers should be aware of the derision and "put-downs" that a student experiences. These can be countered with attention, acceptance, and appreciation. For example, teachers who allow students to choose teams in physical education classes should be aware of the feelings of those who are chosen last, and should try to prevent this situation.
- The Intermediate student is very concerned with his or her physical appearance. Special programs focusing on such things as personal fitness or weight control can achieve goals that are extremely important to many adolescents.

¹ This section is based on L. Desjarlais et al., *Needs and Characteristics of Students in the Intermediate Years, Ages 12-16* (Toronto: Ministry of Education, 1975).

- Care should be taken to ensure that activities and competition in physical education do not adversely affect the self-concept of adolescents, particularly of those who are physically exceptional. For example, to require all students in a heterogeneous class to do twenty consecutive push-ups is unrealistic.
- Non-competitive activities tend to positively support an individual's self-image.
- Emotional development undergoes immense changes in the Intermediate student. There is an increase in emotional maturity which is often preceded by a build-up of emotional energy which shows itself in moodiness, daydreaming, sullenness, and extreme sensitivity to others. Heightened emotionality at this stage is caused by new environments, social expectations, concerns about the opposite sex, school problems, financial and family restrictions, and interaction with peers. Aggressive behaviour, fears, anxieties, worries, and extremes of joy and depression are often characteristic of the Intermediate student.

When handling interpersonal relationships, a sensitive physical and health education teacher will take into account these characteristics and problems of the Intermediate student.

Program Planning

In planning a program in physical and health education, curriculum planners must:

- review the goals of education for Ontario;
- review the aims and general objectives of physical and health education that are stated in this guideline;
- develop more specific objectives for the local jurisdiction within these goals, aims, and objectives. These specific objectives will provide the foundation for teaching the subject material and the criteria for evaluating the program.

The goals of education in Ontario

- "To acquire the basic skills fundamental to his or her continuing education."² Each individual must be encouraged to acquire and achieve these basic skills to the limit of his or her individual physical, mental, and emotional capacities.
- "To develop and maintain confidence and a sense of self-worth."² Education must make a major contribution to the intellectual, social, emotional, physical, moral, and cultural development of each individual.
- "To gain the knowledge and acquire the attitudes that he or she needs for active participation in Canadian society."² Education must assist individuals to develop physical fitness and to acquire the knowledge that will enable them to take advantage of the opportunities open to them for a satisfying and healthy life.
- "To develop the moral and aesthetic sensitivity necessary for a complete and responsible life."² Education should encourage individuals to develop an appreciation of the ethics of their society and the conduct prescribed by such ethics.

² *The Formative Years*, Circular P1J1 (Toronto: Ministry of Education, 1975), p. 4.

A responsible physical and health education program should make a major contribution to the attainment of these goals. In a complete and comprehensive program, many experiences should be provided to assist in realizing them.

The aims of physical and health education for the Intermediate Division

A program in physical and health education should:

- expose students to a variety of enjoyable activities and experiences related to physical and health education;
- develop in students a habit of, and a love for, daily vigorous activity by providing opportunities for them to experience a total fitness feeling that can be maintained throughout their lives;
- help individuals develop a sound understanding of their total development and enable them to attain positive self-images;
- provide opportunities for Intermediate students to solve problems and make personal decisions related to their intellectual, social, physical, and emotional development;
- allow Intermediate students to experience social relations that will encourage desirable attitudes and behaviour, especially in regard to sports, leadership roles, respect for rules, and co-operation with others;
- help students to assimilate the body of knowledge appropriate to physical and health education;
- help students improve their physical and motor fitness through activities designed to develop stamina, strength, endurance, flexibility, balance, speed, agility, co-ordination, and power.

It should be recognized that these aims can best be achieved through a balanced program (*see* Co-instructional Programs, page 23). Where co-instructional programs in physical education are offered, efforts should be made to ensure that they complement the instructional program. A balanced program should cater to many levels of ability and should satisfy the need for both co-operative and competitive involvement.

Progressions

Physical and health education courses of study based on the above aims should:

- provide practical suggestions that follow a sequential pattern of skill, social, and intellectual development through Grades 7, 8, 9, and 10 for both sexes;
- delineate a scope and sequence within the Intermediate Division that is compatible with the Junior and Senior Division programs.

Organizational alternatives

It is recommended that, where possible, units of instruction in physical and health education be taught in uninterrupted blocks of time. Experience indicates that knowledge and skills learned in a continuous time sequence are better retained than are those presented in an intermittent way.

Care should be taken to meet the needs of all the students in the class. Teachers of physical and health education should consider the involvement of other staff members in situations where the particular expertise of these teachers can be utilized.

Lifetime sports should not be a major focus in the Intermediate Division. However, the introduction of such activities can be included in special or elective programs that may be provided for Intermediate students. The major focus in this area is provided in the Senior program.

Spectrum of teaching styles

There are many teaching styles that may be effectively employed in physical and health education. They range along a continuum from direct to indirect methods. Teachers should become familiar with the complete range of teaching styles and incorporate the style or combination of styles most appropriate to the activity involved. When the activity is such that safety (as in the teaching of shot put) and/or structure (as in the teaching of human growth and development) are essential to assure the maximum benefit for all, the teacher should lean towards a more direct approach. When activities allow for problem-solving (for example, in orienteering or communications), indirect methods can provide a more valid learning situation. Indirect methods should never be equated with lack of organization or structure. In almost all situations, these methods call for more organizational expertise and greater knowledge of content than do direct methods.

Contract teaching – a mutually accepted learning agreement between teacher and student – can be utilized with selected students to encourage independent study and/or to provide for individual remedial programs designed for specific disabilities.

Co-educational classes

Some co-educational classes should be offered at all levels in physical education. When the amount and type of co-educational activity to be offered in the Intermediate Division are being determined, the following should be taken into consideration:

- the normal class structure in the school
- the characteristics of the Intermediate student
- the objectives of the unit and lesson
- the type of activity offered
- the expertise of the teaching staff

Certain social competencies that accrue from co-educational experiences may be greater at the Senior level, mainly because the need for such skills is greater in this age group. The program in the Intermediate Division should also provide the opportunity for activities in homogeneous classes or groupings.

Classes in health education should be co-educational except in situations where local considerations dictate a need for homogeneous groupings for particular aspects of the total course of study.

Leadership

Physical education teachers are in the position of being able to create numerous situations where students can experience, acquire, and practise various skills of positive leadership. Students can learn to accept responsibility, to work successfully in groups, to communicate meaningfully, to listen effectively, to motivate others, to make commitments, to lead projects, to co-operate in decision-making, and to encourage and assist peers with tasks and problems. Leadership abilities and potential vary with individual students. The physical and health education teacher should investigate the various talents of the students in the class and should provide them with appropriate leadership roles. A conscious effort should then be made to support and develop the subsequent leadership activities.



Physical Education

The Intermediate Division student needs to understand and to develop positive attitudes towards his or her physical, intellectual, moral, emotional, and social development. Teachers must choose specific objectives that will provide balanced, dynamic programs that will assist in the total development of each individual. These programs should include a wide range of experiences that will provide more for the student than just information and skills.

Objectives

A balanced program in physical education is intended to:

- encourage and foster the development and maintenance of personal physical fitness;
- promote the “joy of effort” in physical activities and provide an element of fun and enjoyment through participation in such activities;
- develop a thorough understanding of the principles of movement and foster a greater awareness and appreciation of the various aspects of human physical activity;
- help students to learn, manage, and control activities in a variety of situations and assist them in coping with problems of varying intensity;
- help students attain levels of skill development that will allow them to participate more competently in physical activities;
- provide a wide range of physical activities and experiences, including suitable outdoor activities for each season;
- provide for co-instructional programs under the aegis of the school to encourage greater participation and provide competition for students in a suitable and healthy environment;
- help students to develop attitudes, concepts, and values that will assist in problem-solving and decision-making in the light of both individual ideals and the customs and mores of the home and the community;
- ✱ – help students develop social skills and attitudes including independence, responsibility, leadership, co-operation, sportsmanship, and an appreciation of the capabilities and limitations of self and others.

Program Components

Seven broad categories of activities make up the physical education curriculum in the Intermediate Division:

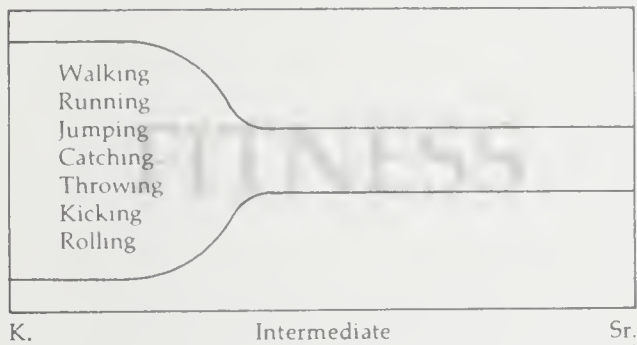
- physical fitness activities
- team sports
- individual and dual activities
- gymnastics activities
- dance
- outdoor education
- aquatics

Physical fitness must be an integral part of every physical education course at the Intermediate level. Each of the other categories must also be represented in every physical education course in the Intermediate Division in order to create a balanced program. It is recognized that facilities and teacher expertise will affect the depth of treatment in each of the categories. Lack of facilities may preclude an aquatics component. However, where swimming facilities exist in the school, every Intermediate physical and health education student should be involved in the aquatics program.

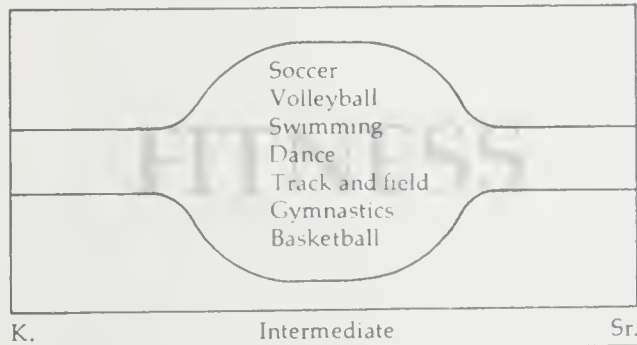
Any activity or program component (other than those permitted within the rationale of this guideline) can be included only with the express permission of the local board of education. Full courses that concentrate on only one of the seven broad categories, for example, dance or outdoor education, are not within the rationale of this guideline. They are considered experimental courses and must be approved by the appropriate regional office of the Ministry of Education.

Sequence

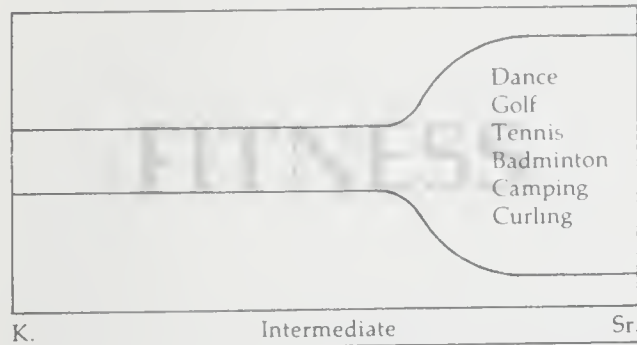
The following charts illustrate the continuous nature of the program in physical education from Kindergarten through the Senior Division. In addition, some appropriate major areas of emphasis are indicated for each level of this continuum. The lists are not intended to be prescriptive or all-inclusive.



The major emphasis in the early years lies in the development of basic motor skills.



During the Intermediate years, the gross and fine motor skills are developed through a variety of team games, dance, aquatics, gymnastics activities, and some dual and individual sports.



In the Senior Division, the major emphasis is placed on sports and activities that may lead to continuing participation outside of school and in future years. Individual and dual activities should be a major program component at this level.

Physical Fitness Activities

A prime concern of education is the total fitness of students. Physical and health education is the only subject area that can specifically and significantly contribute to the physical fitness and motor development components of an individual's total growth and development.

Physical education programs must encourage regular, vigorous activity to develop the various aspects of physical fitness such as flexibility, agility, co-ordination, power, strength, balance, and, in particular, cardiovascular respiratory endurance. More specifically, the activity provided should be sufficiently vigorous to sustain a pulse rate of between 150 and 180 beats per minute for a duration of at least 6 min. As levels of fitness improve, the duration of vigorous activity must be increased beyond 6 min, and/or a higher pulse rate must be sustained in order to continue the training effect.

The most meaningful method of developing physical fitness is to have students engage in some strenuous activity and in specific conditioning exercises during each physical education class. With some parts of the course, such activity may occur naturally; with others, supplementary activity may be required.

Note: Research has shown that some exercises may be harmful, or may not achieve the desired results. These include:

- deep knee bends and the duck walk
- forced toe touches with straight legs
- double leg lifts in the back-lying position
- sit-ups with straight legs
- any exercise that forces hyper-extension of a joint
- lateral bending and twisting

Some examples of how to integrate the physical fitness component within the regularly scheduled physical education program are outlined below. (All vigorous exercise should be preceded by warm-up, and concluded with warm-down, activities.)

Unit/Topic	Duration	Physical Fitness Component
1. <i>Physical fitness appraisal</i>	1 week	– Administer a battery of tests to measure the various aspects of fitness. – Teach pulse monitoring. – Teach introductory theory, such as defining fitness and interpreting test results.
2. <i>Soccer</i>	3 weeks	– The game should be sufficiently vigorous to promote cardiorespiratory fitness, speed, and agility, provided that the students have a great deal of opportunity to play. – Monitor the pulse occasionally during the game. – Supplement the activity with stretching, flexibility, and warm-up exercises; follow with specific abdominal and arm-strengthening exercises.

3. <i>Modern rhythmic gymnastics</i>	4 weeks	– When it is continuous, the activity is sufficiently vigorous to promote all components of physical fitness. – Ensure that all parts of the body are exercised. – Gradually increase the endurance component, e.g., begin with 2-3 min of locomotor movement to music; progress to 6-8 min.
4. <i>Wrestling</i>	3 weeks	– The elements of stamina, power, strength, flexibility, and agility are increased in this activity. – Warm-up exercises focusing on stretching should precede wrestling. – Supplementary cardiorespiratory activity may be required if the wrestling is not sufficiently vigorous to provide it.
5. <i>Volleyball</i>	3 weeks	– Although the potential is there, this game as played in instructional periods is usually <i>not</i> sufficiently vigorous in itself to improve the cardiorespiratory fitness level. – Activity might be supplemented by providing a circuit warm-up to be done each day; the circuit alternates cardiorespiratory training and specific arm and finger warm-up exercises as in the following sequence: a) bench steps b) fast wall volleys c) two-foot skipping d) fingertip pushaways e) side-to-side slalom jumps f) bouncing ball with fingertips These can be set up at six stations with the students spending 30 s at each station; 10 s can be allowed for changing stations and the students can complete two circuits.
6. <i>Square dancing</i>	2 weeks	– This usually meets the cardiorespiratory requirement, as well as the requirements for agility and co-ordination. – Warm down with alternate stretching and relaxing exercises.

The development of physical fitness should be incorporated into all areas of the course. In this way, students are encouraged to make vigorous activity a regular part of their lives. Very short classes in physical education may limit the possibility of doing specific fitness training in every class, since the instructional and playing time would be shortened to an inefficient length. Therefore, timetabling should be such that classes are of sufficient length to permit a variety of activities and fitness training on a regular basis. Forty-five minutes is a minimum in order for this to occur.

If physical fitness is taught as a unit, it should be scheduled early in the program. Students should then be encouraged to apply the knowledge and principles that they learn to their activities throughout the entire year.

Theoretical knowledge concerning physical fitness must supplement the practical applications. A unit in the health education section of the course can be a vehicle for passing on this theoretical information and for discussing concepts related to the practical work. The theoretical and practical work can be developed on a regular basis throughout the course. The theoretical material should include a definition of fitness, the physiology of fitness, and a study of methods of motivation, methods of fitness training, fitness appraisal, and the consequences of poor fitness.

Regardless of the methods employed, teachers should create situations in which students can enjoy and appreciate the opportunity to develop personal fitness. Students should be stimulated to put the knowledge acquired into practice, to regularly assess their own level of fitness, and to make vigorous activity a habit in their lives. All physical education teachers should be aware of the importance of setting positive examples for students with respect to physical fitness.

Team Sports

Team sports activities are excellent components of physical education programs. They are widely enjoyed by students and allow maximum class participation. Many team sports can be played both indoors and outdoors. Often, a minimum of equipment is required. Effective play in most team activities requires a high degree of physical fitness. Regular, active participation is a means of improving fitness. Team play involves the sharing of responsibilities and goals among players and encourages meaningful group interaction.

Teachers should attempt to follow a logical sequence of skill progression for team games and, where possible, should use lead-up games and games of low organization to help introduce new skills. The rules of team games should often be modified to suit students, facilities, class size, and available time. Where rule modifications have been made, students should be made aware of this, and the proper rules should be made known. Maximum participation, enjoyment, the improvement of personal skills, and the development of physical fitness should be key objectives.

Students should be given the opportunity to learn the rules of the games and to officiate. Ideally, a co-instructional team sports program should complement the in-class program by allowing students further participation in games of their choice. It would further develop and refine the skills of those interested in excelling in a particular sport.

Additional considerations regarding team sports include:

- developing and using outdoor facilities as much as possible;
- using community resources to enrich and expand the program;
- ensuring that all students experience various aspects of the game (for example, playing at different positions);

- varying the teams: use a variety of methods of choosing teams; use methods of choosing that do not focus attention on less able students; do not always use the same captains;
- giving students an optimum amount of playing time without sacrificing instruction and skill development;
- being conscious of the social, emotional, and intellectual values of the sport; encouraging sportsmanship and learning the etiquette of the sport;
- taking advantage of opportunities to develop leadership skills.

The following team sports are recommended for inclusion in the Intermediate Division: volleyball, basketball, soccer, lacrosse, field hockey, softball, team handball, speedball, flag or touch football, ringette, and bordenball.

A course in physical education should include a variety of the above activities. At any of the four Intermediate grades, students can be involved in one or more of these sports at a level that reflects their past experience in the games. Other approved sports can be taught at an introductory level.

Individual and Dual Activities

It is important that class organization provide for active participation by all students in individual and dual activities. Many individual and dual activities are appropriate for the Intermediate Division student, where equipment, facilities, teacher expertise, and class size permit. For example, wrestling, cross-country running, track and field, orienteering, paddleball, cross-country skiing, and skating meet the prime objectives of physical education in the Intermediate Division (skill development, physical fitness, enjoyment, and maximum participation).

Other individual and dual activities such as archery, golf, badminton, and tennis should receive major emphasis in the Senior Division.

Gymnastics Activities

A well-designed gymnastics program helps students to develop and maintain personal physical fitness and aids muscle tone, which, in turn, promotes a healthy and attractive posture. Control, dexterity, confidence, self-esteem, versatility, adaptability, and self-discipline can all be gained through gymnastics. A challenging and varied program designed to accommodate individual needs is the means by which students gain satisfaction, enjoyment, and a sense of achievement in gymnastic endeavours.

Three types of gymnastics programs are appropriate for students in the Intermediate Division: Olympic gymnastics; educational gymnastics; and modern rhythmic gymnastics. The type of program offered will depend upon the priorities and skills of the teacher and the availability of apparatus. Whatever program is planned, the class must be organized to maximize the opportunities for each student to achieve success and enjoyment.

An understanding of the principles of movement should have been developed in the Primary and Junior divisions. Through the exploration of a wide variety of skills and sequences, the student should now understand how the body functions and have learned to manage and control the body in a variety of situations. This experience will help the student to participate more competently in gymnastic activities. The program in the Intermediate Division should continue the development begun in the Primary and Junior divisions and provide a scope and sequence that is compatible with the Junior and Senior programs. Greater control and quality of movement with higher standards of performance than were required in the Junior Division should be emphasized at this level.

Olympic gymnastics involve the performance of prescribed skills and sequences on the floor and on apparatus that meets official specifications. Because of the increased popularity of this sport in recent years, students in the Intermediate Division are often eager to work on the various types of Olympic-style apparatus. Skills should be learned progressively, and time must be allowed for individuals to practise and perfect one skill before proceeding to more advanced skills. Spotting techniques must be taught with each new skill. Because of its very nature, an Olympic gymnastics program requires specific directions for the students, and a particular expertise on the part of the teacher.

Educational gymnastics involve no formal moves. A great variety of themes, skills, and sequences should be explored and developed by the students. Skill and efficiency are developed as students attempt a wide range of movements in an effort to invent and select their own answers to a variety of given tasks. Although this type of program does not require specific apparatus, a challenging arrangement of available apparatus should be utilized in order to motivate students to realize their potential. Students should be stimulated to experiment with different forms of movement to create interesting routines in floor work and on the apparatus.

In both of these types of gymnastics programs, students should be encouraged to:

- develop the quality of performance
- perform progressively more difficult tasks
- attempt an ever-greater variety of tasks
- combine tasks and stunts in an imaginative way
- increase the complexity of sequence work, individually, in pairs, and in small groups
- improve the precision and flow of movement
- produce interesting routines on a variety of advanced apparatus

Modern rhythmic gymnastics involve many types of functional and expressive movements performed harmoniously to music. All parts of the body are used. Rhythmic locomotor skills and stretching and relaxing movements predominate in this very expressive activity. Small hand apparatus, such as skipping ropes, hoops, scarves, balls, clubs, and ribbons, is frequently used to develop amplitude of movement and to promote self-confidence, relaxation, and enjoyment. Beauty, grace, precision, and fluency of movement are enhanced by appropriate musical accompaniment. Modern rhythmic gymnastics are an effective tool for promoting the development of many of the components of physical fitness in a most enjoyable way, and are an ideal activity for inclusion in physical education programs in the Intermediate Division.

Safety is an important factor in all gymnastics programs. Teachers and students must adhere to all the following safety precautions:

- Apparatus must meet acceptable safety standards and be regularly inspected.
- All locking mechanisms must be checked before use.
- Equipment must be arranged so that the flow of movement can take place safely during the activity.
- The arrangement of equipment must allow sufficient space around each piece of apparatus for safe usage; for example, the landing area for vaults must not be too close to a wall or other obstacle.
- Sufficient mats must be placed around all equipment; mats must not be apart or overlapping.
- When crash pads are used, they should be properly placed and secured from slipping on impact.
- Magnesium chalk and hand grips should be available to prevent hands from slipping.
- Students must not be allowed on any apparatus without proper supervision.
- The height of the equipment must be suitable to the level of learning, and to the movements being performed.
- Spotting procedures must be implemented in the instructional part of the program.
- Students must be shown how to assist each other to perform moves and they must be made aware of the difference between spotting and assisting.
- Students should not be allowed to wear jewellery or loose clothing during gymnastics.

Dance

Dance is an enjoyable means of developing and maintaining physical fitness; it offers excellent opportunities for the development of rhythmic abilities. It provides a vehicle for social interaction and individual expression and is a healthy form of relaxation and recreation. Four categories of dance that are appropriate for students at this level are described below.

Square dancing and ballroom dancing are enjoyable forms of social physical activity, well suited to co-educational classes. They allow for the development of good posture, poise, and acceptable social conduct in a meaningful environment. Students at the Intermediate level achieve greater confidence as they become more competent in performing skills related to this form of recreational activity. Square dancing is particularly popular and should be taught in Grades 7 and 8 and continued through Grades 9 and 10. Ballroom dancing should be part of the program in Grades 9 and 10, but may be introduced at the Grade 7 and 8 levels. Ballroom dancing includes such dances as the waltz, polka, fox-trot, rhumba, samba, and the cha-cha.

Historical and ethnic folk dances can acquaint the students with certain aspects of the traditions of other countries. They can help students to understand and appreciate people of other cultures. Patterns, steps, techniques, and authenticity are all important components of ethnic dances. Their beauty, form, and precision can help develop greater sensitivity to the aesthetic value of such arts. There are many possibilities for correlating the dance program with history, geography, family studies, theatre arts, English, and modern languages. The wide variety of ethnic dances provides suitable material for all grades of the Intermediate Division. A program that reflects the ethnic composition of a particular locale can be especially meaningful to the students, and can stimulate greater interest in and enthusiasm for dance in the community.

Modern jazz dance is popular with students in all grades of the Intermediate Division and provides them with the opportunity to do their own choreography. It helps them develop a sensitivity to strong rhythm, and to condition and discipline their bodies as instruments of communication. It stresses locomotor movements, balance, flexibility, co-ordination, precision, and fluency, and promotes co-operation in partner and group work. Popular modern music is appropriate for this type of dance and encourages creativity among the students.

Creative dance and dance drama permit students to react emotionally to a variety of stimuli. Because the expression is emotional and spontaneous, this type of dance should be introduced into the program only by teachers and individuals who have the experience and background to do so. Mime and role-playing allow participants to view situations from different perspectives and thus to relate in new ways to the world of reality. As the student's ability to communicate non-verbally increases and expressive movement becomes more refined, mimetic activities become more dance-like and the aesthetic element is heightened.

Outdoor Education

Outdoor education may be defined as learning in and about the outdoors. It is interdisciplinary by its very nature, although certain skills and experiences can be developed through one particular subject area. Within a physical and health education program, outdoor education includes experiential physical activity, and aesthetic and skill-learning experiences.

Facilities and equipment: The outdoor program can consist of single lessons, and half-day, full-day, and extended experiences. The size of the class will dictate the type of facility and equipment that can be effectively utilized. If the program is conducted in or about the school, it should be enriched by films, slides, and guest speakers. Simulations can bring outdoor-type activities into the gymnasium and the schoolyard. However, in terms of relevance, excitement, and enjoyment, simulations cannot really compare with actual outdoor experiences in a natural environment. Equipment can be shared with other schools, rented, or obtained from other local outdoor programs.

Safety: Safety skills peculiar to the out-of-doors must be developed, understood, and practised. The program should develop individual and group safety skills and the responsibility of the group for the individual. Safety in outdoor education programs cannot be overemphasized. Parents and guardians of students taking part in outdoor education activities should be made aware of the nature of the programs being offered. Where the program involves transportation away from the school or extended trips, the consent of parents and guardians must be obtained.

Conservation: An additional benefit of a program of outdoor education is the practical study of conservation. The wise use of the environment can be related to conduct at campsites, the preservation of undergrowth, new trees, and wildlife, and keeping the wilderness environment clean.

Program: The program should include *progressive* experiences from Kindergarten to Grade 13. Those developing the programs should be aware of previous experiences and of the programs offered at higher levels, so that experiences and skills can be structured in an effective progression. The program for Grades 7 and 8 is most effective when integrated with other subject matter, such as outdoor skills, pond study, weather lore, orienteering, soil and rock study, history of the lands and waters, art, prose and poetry in the out-of-doors, identification of plants and animals, study of edible foods in the wilderness, and mathematical measurements. Programs for Grades 9 and 10 can be integrated with other subject matter, but they should also be more oriented towards physical activity.

Outdoor education can include camping, canoeing, orienteering, cycling, hiking, initiative training, snowshoeing, skating, cross-country skiing, and wilderness and survival training. Rock climbing should not be included without the express permission of the board of education and/or senior supervisory officials of the board.

In teaching outdoor education, an atmosphere of group effort, trust, and co-operation should be developed. The buddy system should be used in hiking, orienteering in the bush, and water activities. Planning, preparation, and organization are essential for programs, experiences, and trips. Teachers who intend to become involved in this type of program should undertake intensive professional development themselves. They should recognize the opportunity to develop a new kind of positive and effective teacher-student relationship through outdoor education.

Aquatics

Aquatics and water safety must be part of the program for all physical and health education students in the Intermediate Division where facilities and qualified staff are available in the school. Those who teach aquatics in schools must be qualified to teach under the current Public Health Act with respect to public swimming pools. Teachers and administrators are advised to obtain a copy of the latest regulations from the Ontario Government Bookstore, 880 Bay St., Toronto, Ontario M7A 1N8.

The acquisition of water-safety knowledge and skills is important for the preservation of life. Regular, active participation in a swimming program is an enjoyable means of developing and maintaining physical fitness. An aquatics program can contribute significantly to the total development of the individual and can have a particularly important carry-over value for recreational opportunities outside of school.

The following additional components are recommended for inclusion in the aquatics program for students in the Intermediate Division where possible:

- survival swimming and a study of hypothermia
- novelty and team games in the water
- competitive swimming
- diving
- synchronized swimming
- skin diving (masks, snorkels, and fins)



Safety procedures must be established and practised at the beginning of the program and then incorporated into each lesson. An essential safety procedure which must conclude each lesson is a check of the pool. The instructor must completely circle the deck to ensure that all students are out of the water and have left the pool area. Water-safety skills and knowledge that are appropriate for students should be a part of each lesson. Rescue techniques are also important for all students regardless of their swimming abilities.

Because of the heterogeneous nature of most classes, the teacher will have to plan for individual differences. During the first pool session, the teacher should assess the skill level of each student. As in other parts of the physical education program, the teacher should employ a variety of teaching methods and aids. It is also important to take advantage of the presence of skilled students within the class as resources that can help to enrich the program.

Even if some students may not be participating actively in the lesson, when properly dressed for swimming, they can play a supportive role, helping other students, organizing equipment and assignment cards, or participating in water-safety activities practised on the deck.

The basic skills and strokes in swimming and the principles governing flotation are essential components of a school aquatics program. Students learning these for the first time must do so in shallow water. Accommodation to deep water is the next logical progression. When students have acquired the basic skills and strokes and are competent in deep water, they can proceed to develop proficiency in other areas of aquatics.



Evaluation

Evaluation in physical education is the process of gathering the information necessary to determine the validity and effectiveness of the programs offered and to assess the nature and degree of student achievement.

Program evaluation: A valid and effective program in physical education is one that accomplishes its objectives. If an increased level of physical fitness is one objective, then evaluation of an effective program would reveal that the fitness level of a majority of the students actually did improve. Lack of significant improvement in the fitness level would warrant an investigation of the teaching/learning experiences to discover the reason for the ineffectiveness. Adjustments in the program would then be necessary. Teachers and curriculum developers must continually assess the success of their programs in terms of their objectives so that the programs offered are truly relevant and valid.

Evaluation of student achievement: Evaluation in physical education must be meaningful to the student, the parent, and the teacher, and must be directly related to the teaching objectives. The components of student performance and progress being evaluated must be clearly defined for the student. Some aspects of performance and progress that can be included in an evaluation are:

- levels of physical fitness
- skill levels and degree of improvement
- attitude, participation, and enthusiasm
- acquisition and application of knowledge
- understanding of the principles of movement
- interaction with peers

A variety of techniques of evaluation can be used in physical education, some being more suitable than others in the assessment of specific components. The following are some techniques that can be effective in assessing specific areas:

1. *Skill development and skill improvement*

- a) Checklist: checking off on a summary list those skills to which the student has been exposed
- b) Ratings:
 - rating the performance of a student in various activities on a continuum from 1 to 10
 - indicating that the performance is “satisfactory” or “unsatisfactory”
 - describing skill performance as “below average”, “average”, or “above average”
- c) Grading: using a scale of letters to assess skill performance: A – excellent, B – good, C – fair, D – poor, E – unsatisfactory
- d) Assignment of marks or grades to certain components of a physical skill, for example, the volleyball serve:
 - satisfactory technique 5 points
 - clearing the net..... 3 points
 - ball landing in specified area 2 points
 - Total 10 points
- e) Anecdotal reporting: briefly describing the experiences in which the student has been involved, followed by an assessment of the student’s performance

- f) Standard scoring: percentile scoring of students within a group
- g) Competency-based evaluation: checking off progressive levels of competence in the performance of skills
- h) Contract method: meeting the criteria formerly agreed upon by the teacher and students

2. *Assessing physical fitness and fitness improvement*

- a) Periodic standardized fitness tests:
 - Canada Fitness Awards
 - the aerobics 12 min run
 - Motor Ability Tests (for heterogeneous grouping)
 - other batteries of tests or individual fitness-measuring techniques (maximum oxygen uptake, pulse rates, use of skin-fold calipers)

Ideally, students and parents should be informed of the exact components of fitness being measured. They should also be given an interpretation of the test results. Re-evaluation should be conducted periodically for comparison purposes.

3. *Acquisition and understanding of factual information*

- a) A brief written quiz or test which can be graded or rated (to test knowledge of game procedure, rules of play, and game etiquette)
- b) Performance tasks that require the interpretation and the application of factual information
- c) Oral quizzing

4. *Enthusiasm, attitude, participation*

- a) Subjective appraisal:
 - excellent, good, fair, poor
 - satisfactory – unsatisfactory
 - complete – incomplete
 - rating scale of 1 to 10
 - anecdotal reporting
 - appraisal of student's contribution in group tasks and performances (can include teacher's observations as well as those of fellow students)

Regardless of the evaluation procedures employed, the following considerations must be kept in mind when evaluating students in physical education:

- Students must know exactly what components of performance are being assessed.
- Students must be encouraged to appraise their own performance and achievement.
- Evaluation must be constructive; it must reinforce the student's self-image and stimulate him or her to achieve more.
- Evaluation must never discourage or degrade a student; a student should not be singled out for negative evaluation.
- The techniques used by the teacher must be valid; that is, they must measure specifically what they are designed to measure.

- The techniques used must be suitable to the time available for evaluation; the program must not suffer as a result of elaborate, time-consuming evaluative procedures.
- Evaluative procedures involving *objective* assessment are generally the most accurate and valid. However, there is value in a professionally trained teacher giving a *subjective* evaluation as part of the procedure for reporting student achievement.
- A letter grade or mark cannot give an accurate assessment of all the components of achievement and performance in physical education. A detailed assessment should also be made available to students and parents upon request.

Meeting Special Needs

Confidence and enjoyment are important aspects of learning. As the student gains confidence and experiences enjoyment, all areas of learning are enhanced. Physical education should be a key factor in developing confidence in the exceptional student. Research findings indicate that there is a positive correlation between physical co-ordination and performance in reading, writing, and mathematics.

It is the responsibility of the physical and health education teacher in the Intermediate Division to provide programs that will enable *all* students to participate in physical activities within the limits of their capabilities.

The teaching personnel and physical facilities will determine the extent to which programs can be adapted. Prescriptive teaching – developing from an individual profile a program specifically designed for that person – will provide the flexibility necessary to accommodate individuals with particular disabilities or temporary limitations. In developing such programs, the physical education teacher should work closely, where appropriate, with community agencies, the attending physician, the family, and other resources. These adapted programs should be centred around:

- increasing skills in basic motor movements
- achieving the highest possible level of physical fitness
- stimulating a desire for continued improvement in fitness and skills
- improving body image
- helping the student acquire a feeling of value and worth as an individual
- giving the handicapped student an understanding of his or her disability and the limitations it imposes, while emphasizing his or her potentialities³

The following activities are listed for consideration when designing programs to meet special needs. They should not limit the expertise of, or the experiences provided by, the individual teacher. They should provide a basic foundation from which a unique and rewarding program can be developed for a student with special needs.

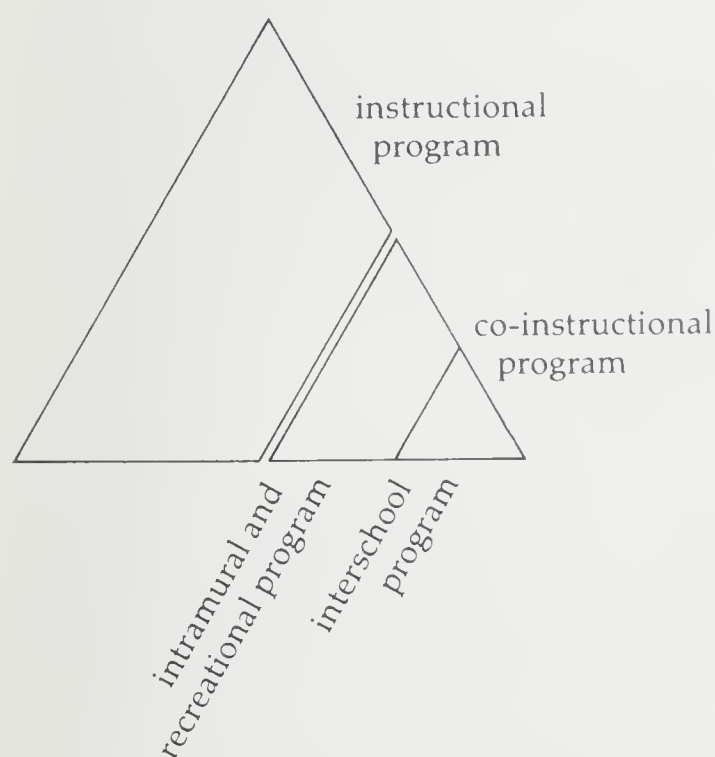
³ Maryhelen Vanier and Hollis F. Fait, *Teaching Physical Education in Secondary Schools*, 4th ed. (Toronto: W. B. Saunders, 1975), p. 408.

- Aquatics develop muscle tone without stress on the joints, and promote overall fitness.
- Gymnastics activities and rebound tumbling provide a wide variety of movement experiences. The trampoline is an excellent piece of apparatus for improving the basic skills of space orientation, balance, laterality, and directionality. Appropriate safety procedures must *always* be followed when using trampolines.
- Weight training can be utilized in a program designed to develop specific muscle groups and to enhance the self-image.
- Ball-handling skills help to develop hand-eye co-ordination, split vision, and eye tracking.
- Games of low organization and obstacle courses provide the opportunity for students with special needs to improve their facility for movement and space orientation.
- Dance, along with its social values, can develop many of the basic skills mentioned above.

Physical education teachers should not underestimate the value of accompanying many of the above activities with music. The utilization of music during aquatics, rebound tumbling, ball-handling activities, and dance can provide added assistance in developing co-ordinated movements.

Co-instructional Programs

The term “curriculum” encompasses all learning experiences that are provided for students under the auspices of the school and the school board. It includes both the instructional and the co-instructional programs. The term “co-instructional” refers to those parts of the physical education curriculum commonly referred to as intramural programs, interschool programs, and recreational activities. Any co-instructional program that is provided must complement the instructional program and help satisfy the objectives of the school and of the physical education program.



In designing a co-instructional program, schools should seek the co-operation of local municipal authorities in the use of public facilities. The joint use of school and community facilities can be of benefit to all.

Intramural programs provide a unique opportunity for both segregated and co-educational activities.

Interschool competition can provide enrichment for the gifted student in physical education. Other interschool activities can be of benefit to all students (for example, jamborees, festivals).

Recreational programs should promote physical activity. They should also encourage the development of desirable social skills. Programs involving leisure-time activities (for example, skiing, curling, sailing, tennis) should, in general, be pursued extensively at the Senior level. However, they can be introduced and their basic development completed by the end of the Intermediate Division.

Many positive benefits can be derived from passive recreational activities such as attendance at concerts or the theatre, playing cards or chess, collecting stamps, and watching television. However, they are not appropriate for the physical and health education program.





Health Education

The Intermediate Division student needs to understand and to develop attitudes towards his or her physical, mental, emotional, and social development.

Objectives

The objectives of the health education program are to help students develop:

- a positive attitude towards physical fitness and good health;
- a personal value system;
- increased self-awareness and a positive self-concept;
- independence, interdependence, and a sense of responsibility;
- an understanding of human sexuality;
- an understanding of appropriate factual information and concepts;
- satisfactory relationships with peers.

Organizing the Health Program

Teachers should exercise taste, discretion, and sensitivity in dealing with specific topics in the areas of human families, human growth and development, sexuality, values and valuing, and sexually transmitted diseases. These topics must be dealt with only in the context of a well-planned, total program.

Department heads, principals, and supervisory officials must be made aware of the content and processes within the expanded course of study for each school. Parents should also be made aware of the general content and processes and the purpose of the course.

Teachers planning Intermediate Division health education courses should have an empathetic understanding of the students, both as individuals and as a class.

Courses should be directed to the needs of the group, as well as to local needs and student interests. They should be dynamic and relevant, and should emphasize an appreciation of alternatives and consequences related to decisions affecting personal health. Materials included should be sufficiently challenging without being overly threatening to the student's self-concept.

The following chart of areas of study in health education indicates appropriate degrees of emphasis for topics, beginning with Kindergarten and going on to the Senior Division. Within the rationale of this guideline, decisions and responsibilities regarding areas of study and degrees of emphasis rest with the appropriate local educational authorities.⁴

The areas of study indicated for heaviest concentration should receive first consideration when planning a health course and should be developed in terms of local priorities. Where time permits, teachers may wish to explore other areas suggested for basic development.

⁴ **Note:** This chart contains some changes from the Senior guideline that appeared in 1975. Where this occurs, the Intermediate guideline chart takes precedence.

Areas of Study

Areas	K-3	4-6	7-8	9-10	11-12
1. Life processes	I-B	H	M	M	M
2. Human families	I	B	B	B	H
3. Individuality (personality)	I	B	H	C	H
4. Anatomy and physiology	I	B	H	C	C
5. Human growth and development	I	B	H	H	C
6. Sexuality	I	B	B	H	H
7. Dental health	I	B	H	C	M
8. Alcohol	I	B	H	H	C
9. Tobacco	I-B	H	H	C	M
10. Other drugs	I-B	B	H	C	C
11. Safety education	I-B	B	H	C	M
12. First aid	M	I	B	H	C
13. Nutrition	I-B	H	H	C	C
14. Values and valuing	M	I	B	H	H
15. Community health	I	B	B	B	B
16. Consumer health	M	I	B	H	H
17. Physical fitness	I	B	B	H	C
18. Sexually transmitted diseases	M	I-B	H	H	C
19. Stress	M	M	I	B	H
20. Communications	M	M	I-B	H	H
21. Emotions and feelings	I	B	H	C	C

M – Minimal treatment
I – Introduction
B – Basic development

H – Heaviest concentration
C – Continuing development

Ideally, the student entering the Intermediate Division should already possess, with the emphasis and depth of study indicated on the curricular content chart, appropriate knowledge, concepts, and skills as defined below:

Primary/Junior Outline

Life processes: The life processes of plants, flowers, fish, birds, and animals should be included. While similarities are to be noted, the essential differences between human and non-human life processes should be constantly emphasized.

Human families: Different kinds of families, the needs met by families, and relationships, roles, and responsibilities within families are appropriate themes for this area of study. Teachers must exercise care to avoid sex-role stereotyping in this and other similar units.

Individuality: Self-awareness and the importance of a positive self-concept should be the focus for this area of study. Concepts should be developed regarding such traits as the uniqueness of each individual, the need for privacy and quiet times (both for oneself and others), peers and conformity as opposed to individuality, and the development of independence and a sense of responsibility.

Anatomy and physiology: Basic understandings should be developed regarding cell division and differentiation (heredity), tissues, organs and systems, and the human body's basic structure and functions.

Human growth and development: By the end of the Junior Division, students should possess a basic vocabulary and appropriate terminology for discussions and communications relating to sexuality and to human growth and development. The physical similarities and differences between males and females, patterns of development (physical, mental, social), menstruation (basic physiology and hygiene), conception, pre-natal development, the normal birth process, multiple births, and breast feeding should be studied.

Sexuality: The focus in this area of study should be upon respect for oneself and others, and upon being male and being female, with an emphasis on individuality rather than on stereotyped sex-role expectations.

Dental health: Studies should include the structure of teeth; kinds of teeth and their purposes; chemicals that benefit teeth; the importance of diet; dental check-ups; brushing, flossing, and the use of fluoride; and the nature and prevention of cavities and halitosis.

Alcohol: The types of alcohol and their general effect on humans should be studied. Media messages that suggest that the use of alcohol is an essential of the good life should be countered. Basic concepts should be developed relating to alcohol and nutrition, alcohol and health, and alcohol and the law.

Drinking and driving is a major focus in the Intermediate Division. The Primary and Junior Division studies should provide a sound foundation in those aspects of alcohol education that form the basis for education about drinking and driving.

Tobacco: There should be some in-depth study and understanding of the pharmacology of tobacco. While the long-range effects of tobacco can be noted, emphasis should be placed upon the immediate health and physical effects. Morbidity should receive a greater emphasis than mortality. The aesthetics of smoking, the costs, the examples set by peers and adults, the reasons for beginning use, the reasons for continuing use, and the needs met by use should all be examined. An examination of the validity of, and a countering of the strategies employed by, commercial advertising should also constitute a part of the Primary/Junior program.

Other drugs: The benefits and the medicinal and analgesic properties of appropriate drugs should be emphasized. As with alcohol, the concepts of misuse and abuse should be developed. The youth drug culture in the school and the community should be discussed. The pharmacology of selected drugs should not be a major emphasis.

Safety: The focus here should be upon accident prevention and safe practices in the home, school, and community. Indoor safety should focus upon medicines, poisons, fires, appliances, and other hazards. Outdoor safety should focus upon basic water and ice safety, bicycling, snowmobiling, skating, and tobogganning. Children should be made aware of the dangers inherent in entering cars, buildings, or deserted areas with strangers. Care must be exercised to assure that children are appropriately warned of dangers, but that undue fear and anxiety are avoided.

First aid: A study of emergency first aid in response to accidents is not appropriate for the Primary and Junior divisions. The emphasis in response to accidents should be upon the need to obtain effective assistance, and the means to do so. The study of first aid at this level should emphasize self-help in situations that involve such things as poisoning, cuts, bruises and sprains, insect bites, and frostbite. (When developing the first-aid, accident-prevention, safety, and water-safety aspects of school programs, teachers should be aware of the excellent support that is available from community service organizations such as St. John Ambulance, the Ontario Division of the Canadian Red Cross, and Red Cross Youth.)

Nutrition: This study should include positive health practices, general classes of nutrients, suitable foods for growing children, the process of digestion, and the effects of feelings and emotions on digestion. There should be an emphasis upon the actual nutrition and dietary habits of the children in the class. Emphasis should also be placed on the importance of a nutritionally sound breakfast.

Values and valuing: The understanding and use of the processes of values and valuing can be integrated by the teacher as appropriate. Basic understandings should be developed regarding problem-solving and decision-making.

Community health: The emphasis should be placed on community health and the environment and on protecting the environment. Community health helpers should be identified as should school health services that are available to individual children. This area of study should serve as an introduction to human ecology.

Consumer health: The emphasis in the Primary and Junior divisions should be minimal and introductory.

Physical fitness: The emphasis in the Primary and Junior Division health education programs should be introductory and basic. Physical fitness at this stage should be practical and experiential. It should be a major part of the physical education program. Basic health information should be related to the activity program.

Sexually transmitted diseases: The emphasis in the Primary and Junior divisions is generally minimal and incidental. However, the concept that people do transmit diseases to other people should be developed.

Stress: The emphasis in the Primary and Junior divisions should be minimal and incidental.

Communications: Communication skills in the Primary and Junior divisions should be integrated into the twenty other areas of study. The skills of effective listening should be emphasized. This area is not to be developed as a unit in itself.

Emotions and feelings: The introductory and basic concepts related to emotions and feelings should be integrated into other areas of study. However, there are situations where they can be dealt with on their own.

Grades 7 and 8 Outline

If the students entering Grade 7 do not possess the understandings and concepts of the Primary and Junior divisions at an appropriate level, the teachers' first task is to develop them. The following are some methods that can be used to assess the students' present level of understanding:

- class discussions;
- small-group discussions (buzz groups or brainstorming) with a specific direction;
- a “health questions mailbox” in which students can deposit questions they would like answered or topics they would like to study in depth;
- a pre-test (knowledge inventory);
- short essay assignments;
- discussions with teachers of the earlier grades;
- reading and becoming familiar with study guides and courses of study written for the earlier grades.

The content of the Intermediate Division program should be a logical continuation and outgrowth of the Primary/Junior content. In many cases, not only the general areas but also the specific topics will be the same. It is the sophistication, specificity, and depth of treatment that will provide the basis for more advanced learning.

The following outlines indicate an appropriate focus and direction for each of the areas of heaviest concentration to be covered in the early Intermediate years. They are not intended to be complete or all-inclusive.

Individuality: The changes that occur at puberty bring with them doubts about individual worth. It is most important to reassure students that they all have individual value and worth. A discussion of the influence of peer pressure should be included. Although peer pressure is important in an adolescent's assessment of his or her self-image, it may have detrimental effects if it produces behaviour that is dangerous or socially unacceptable. The following topics should also be included: independence and a sense of responsibility, personality, the potential within each person, individual needs, and adolescent health concerns (physical development, appearance, acne, obesity).

Anatomy and physiology: This area of study should deal with heredity, and the body's mechanisms and controls, with emphasis on the nervous, muscular, skeletal, integumentary (skin, nails, hair), and endocrine systems. Introductory coverage of the cardiovascular system should also be included. A *basic* understanding of the anatomy and physiology of the Intermediate student is an important health education topic. It should be taught in conjunction with the growth and problems associated with puberty.

Human growth and development: The majority of adolescents experience the changes associated with puberty at the Grade 7 and 8 level. This is the ideal time to discuss physical, mental, emotional, and social changes, and the accompanying concerns. Included in this area of study should be a discussion of early and late maturers, and more advanced concepts relating to male and female anatomy, ovulation, menstruation, fertilization, pre-natal development, and the normal birth process.

Dental health: The heaviest concentration in this area is suggested for Grades 7 and 8. The key role of dental plaque in caries, gum disease, and halitosis should be studied. Emphasis should be placed on both the mechanical and the chemical controls that are available, and on their immediate value and relevance. Topics to be covered should also include orthodontics, nutrition as it affects dental health, and safety precautions, particularly with regard to sports. The importance of professional care and regular dental check-ups should continue to be emphasized.

Alcohol: The emphasis with regard to alcohol education has been changed from that indicated in the previous Intermediate Division guideline (1973) and in the Senior Division guideline (1975). Certain societal developments and changing patterns of use in recent years now dictate that basic understandings regarding the use, misuse, and abuse of beverage alcohol, and their related family and community problems, should be developed at an earlier stage than was previously considered appropriate.

Statistics show that the use of alcohol by underage drinkers is an increasing problem. The major emphasis in these grades should be placed on factual information with an introduction to attitudes towards alcohol consumption. Key content in this area includes appropriate information, what constitutes responsible drinking, and the roles of decision-making, peer pressure, valuing, and self-concept in decisions related to the use of alcohol.

Concepts related to drinking and driving should be introduced to provide a solid foundation for the major emphasis which this study will receive in Grades 9 and 10.

Tobacco: The study of tobacco should explore in greater depth and detail the content that has been indicated as appropriate for the Primary and Junior divisions. One emphasis should be upon intelligent, personal decisions, as opposed to emotional decisions, concerning the use of tobacco.

Other drugs: An introduction to the various types of drugs that are used to alter mood and behaviour is considered appropriate in Grades 7 and 8. The effects of the drugs and the reasons for their misuse and abuse are important. Students should develop a critical understanding of personal and interpersonal family- and community-related problems associated with the abuse of drugs. Alternative patterns of behaviour should also be explored.

Safety education: Safety education should relate to the immediate needs and motivations of the students, and to the local needs of the community. Topics should include hitchhiking, baby-sitting, bicycles, guns, water, boats, skateboards, the bush, snowmobiling, skiing, and skating.

Nutrition: The study of nutrition should be related to total fitness, a balanced diet, weight control, addiction, and health foods. An understanding of calories; cultural patterns affecting nutrition habits; and a discussion of the relationship of nutritional practices to health, appearance, and personality should be included. A study of the nutritional habits of Canadian adolescents might also be included. The main areas of emphasis of the Junior Division should be continued here.

Sexually transmitted diseases: The main objective of a study of sexually transmitted diseases in Grades 7 and 8 should be to acquaint students with the basic facts. It should make them aware of the diseases and their consequences, the necessity of recognizing symptoms and seeking early treatment, and the importance of continuing with treatment. Students should be made aware of local assistance that is available. Appropriate value issues should also be considered.

Emotions and feelings: With the onset of puberty and the tremendous changes in hormonal activity, the intensity of emotions and feelings increases and becomes both important and confusing. Discussion should include the biological basis for, the importance of, the recognition of, and the appropriate and inappropriate expression of emotions and feelings.

Although the major emphasis in Grades 7 and 8 should be upon the above areas of “heaviest concentration”, the following areas of “basic development” are detailed since they provide the lead-in to areas of heaviest concentration in subsequent years. They should be included in Grades 7 and 8 only as dictated by time, interest, and student needs.

Human families: Discussion in this area should centre on the nature of love, on fostering open communication with parents, and on the rights and responsibilities of family members. A discussion of the sources of both joy and conflict with parents – why conflicts arise; how to handle and resolve conflicts; parental authority; peer pressure; and sibling rivalry – should also be included.

Sexuality: The changes related to puberty should be considered, with emphasis on the individual as well as on the general patterns of change. The normalcy of both early and late maturers should be emphasized. (Individuals go through the same sequence of change, but not necessarily at the same rate or during the same time period.) A study of changing boy-girl relationships should be included as should basic dating behaviour and a critical analysis of conditioning with regard to social expectations for behaviour of males and females.

First aid: Students should develop a basic knowledge of first aid, including artificial respiration. This study should relate to practical situations in which they might find themselves. A study of treatments for the control of bleeding, fractures, muscle injuries, fainting, convulsions, burns, and shock should also be included. First-aid programs offered by local service agencies can be used effectively in connection with this area of study.

Values and valuing: The study of values should provide students with specific skills which will enable them to clarify their own values and to understand those of others. It will also assist them in managing their own lives. The importance of modelling by parents, teachers, and other persons who have a significant influence upon students should be realized and utilized positively by health education teachers.

Community health: Students should develop a sense of responsibility for their personal health. They should be aware of facilities and agencies in the community that provide health services in such areas as fitness, first aid, dental health, pregnancy, sexually transmitted diseases, and drugs.

Consumer health: Studies in this area should involve the student in the wise selection of health products and services. The importance of quality health products and an understanding of advertising tactics should be stressed.

Physical fitness: Physical fitness topics in these grades can include definitions, motivation, conditioning (appropriate and inappropriate exercises), exercise and recreation, and the influence of nutrition on physical fitness. This area of study should be correlated with the physical education program.

Grades 9 and 10 Outline

The following are the areas of heaviest concentration for Grades 9 and 10. Care must be taken to ensure that there is a logical development from the content and processes of the preceding divisions and that a solid foundation is provided for programs in the Senior Division.

Human growth and development: A review of the physical, emotional, and social changes associated with puberty should take place in Grade 9. In addition, studies might include pregnancy, birth, multiple births, an introduction to conception control, and premarital pregnancies.

Sexuality: The study of sexuality deals with being a human being who has sexual feelings, responses, and needs. This study should include an assessment of the validity of various contemporary concepts of maleness and femaleness, and a discussion of the effects of such ideas on individual self-concept and behaviour.

Alcohol: The progression of alcohol education from Grades 7 and 8 to Grades 9 and 10 should involve a continuing emphasis on affective and behavioural concepts. Increased attention and depth of treatment should be given to valuing, decision-making, peer pressure, and responsible drinking. The entire area of drinking and driving should be a major focus in Grades 9 and 10.

First aid: The study of first aid as it relates to body systems is an effective way of learning both anatomy and physiology. The study of first aid can include the treatment and prevention of injuries relating to everyday situations, and/or special problems such as first aid in the bush, survival first aid, and life-saving techniques. Training programs related to fitness and the prevention of injuries can also be included in this unit. The study of first aid should be safety-oriented so that students are aware of the causes and effects of dangerous acts.

Values and valuing: Essential to the process of values and valuing is a class atmosphere of trust, validation, appreciation, and acceptance, and an absence of ridicule and “put-downs”. Theories and strategies related to the process of valuing provide effective methods for the study of health topics. Values and valuing can be included as a separate unit, as a key component of specific health topics, or as a combination of the two.

Consumer health: Consumer health should be divided into two components: (a) techniques of advertising (both the pros and the cons); (b) the buying and selling of health products. Some consumer health topics that can be explored include cancer cures; weight-reduction gimmicks; food additives, fads, and supplements; cosmetics; cures for baldness; body-development techniques; cures for diabetes, rheumatism, and kidney diseases; and quackery in medicine. The major emphasis on this topic can be given in Grades 9 and 10 or in the Senior Division.

Physical fitness: The physical fitness components of earlier programs should continue to be developed in greater depth. Programs should emphasize the cardiovascular system, cardiorespiratory fitness, nutrition, and fitness programs in physical education. Topics in physical fitness can include a variety of testing programs, different fitness programs, weight control, and comparative studies in fitness.

Sexually transmitted diseases: Because of the high incidence of syphilis and gonorrhoea, and the significant increase in the incidence of other sexually transmitted diseases such as Herpes Simplex II, Non-Specific Urethritis, “Crabs”, Monilia (yeast infection), and Trichomonas, this area of study is very important in Grades 9 and 10. Topics that should be discussed include statistics, symptoms, diagnosis, treatment, prevention, social and value considerations, the preservation of anonymity in treatment, reasons for naming contacts, and current Ontario laws.

Communications: The concept of effective verbal and non-verbal communication is an important and helpful study for students at the secondary school level. Studies in this area should include topics such as one-way and two-way communication, perception, rumour, non-verbal communication, trust, disclosure, and the variable of distance in communication.

To be effective, the skills learned in communications should be applied to the current needs and problems of the Intermediate student. The discussion and application of communication skills should centre around relationships with parents, teachers, and others of the same and opposite sex. Trust, mutual support, an absence of ridicule, and the right to abstain or withdraw from any structured strategies that are employed are important principles for the success of this unit.



Strategies for Teaching Health Education

Strategies for transmitting information and for providing support in the development of attitudes and values are important for health education teachers. These methods and materials can be used to provide information, promote discussion, and stimulate students to clarify their feelings and values on health topics. The following are some useful materials and strategies for teaching health education topics.

1. *Films*

- Films should assist the teacher, not replace the teacher.
- They should generally be short and current, and must be previewed by the teacher.
- A follow-up to each film must be part of the lesson.
- A short clip in a long film can be utilized to promote an idea or discussion.
- Films should be ordered early in the year to ensure availability at the time they are required.
- Films (free of charge or at low cost) are available from school boards, regional libraries, the National Film Board, and other sources.

2. *Critical incidents*

- Critical incidents are short stories that stop at the high point and allow the students to discuss possible outcomes.
- Actual situations often provide the basis for good critical incidents.

3. *Picture lessons (lessons built around a picture)*

- Pictures can either be purchased from various commercial companies or they can be assembled by the teacher from photographs, slides, or magazines.
- Dry-mounting tissue can be purchased from any camera supply store.
- The teacher should encourage students to develop the theme of the picture and to establish their relationship to that theme.

4. *Dial boards*

- Dial boards allow students to become actively involved in discovering information pertaining to specific health topics.
- They can be purchased or made by the teacher or students.

5. *X-rays*

- Local doctors can supply information on the local availability of X-rays for classroom use.
- X-rays of *normal* internal organs or systems can be useful to explain happenings inside the body.
- Scare techniques using X-rays should be avoided.
- Normal X-rays of fetal development, bones and broken bones, the heart, lungs, stomach, gall bladder, kidneys, and other organs can be interesting and useful in health classes.
- A simple “light box” can be constructed to facilitate viewing X-rays.

6. *Specimens*

- Specimens of animal organs or systems can be useful to illustrate comparisons with the human body, depending on the age and maturity of the students.
- They can often be obtained free or at a small charge from slaughterhouses or abattoirs.
- Specimens that might be interesting for classes include: cows’ eyes, pigs’ hearts, fetal pigs, the respiratory system of the rabbit, parts of the circulatory system of the rabbit, and the digestive system of the pig.

7. *Experiments*

- Both demonstration and participation experiments can be included.
- Experiments can make use of such aids as cigarette-smoking machines, blood-pressure cuffs, stethoscopes, and skin-fold calipers, where these are available.
- A fitness lab can be promoted as an ongoing activity (for example, as an after-school club).

8. *Transparencies*

- Transparencies can be one of the best teaching aids for conveying information about, and an understanding of, health topics.
- In addition to conveying words, they should be used to present graphs, diagrams, pictures, and concepts.

9. *Loop films*

- Loop films can be bought or made by the teacher.
- Super-8 films in automatic-rewind or continuous-show cartridges are best for classroom use.
- Students can operate the projector themselves; therefore, loop films can be useful as a learning station in the classroom.

10. *Models*

- Models can be bought or made by the teacher or students.
- They can include body parts – such as the heart, teeth, lungs, skeleton, eye, ear, brain, or skull – and various body systems.

11. *Charts*

- Charts can include enlarged diagrams representing health subjects such as multiple births and the male and female reproductive systems.

12. *Records*

- The lyrics of popular songs can often be used to stimulate discussion on a health topic.
- Each student should be given the lyrics and the music should be played in class. Some examples of appropriate songs include: “You’ve Got a Friend” by Carol King; “Free to Be You and Me” by Marlo Thomas; “The House You Live In” by Gordon Lightfoot; “I Got a Name” by Fox and Gimbel, as sung by Jim Croce; “Father and Son” by Cat Stevens; “The Last Resort” by The Eagles; “At Seventeen” by Janis Ian; and “Looking Back” by Dan Hill.

13. *Tapes*

- Cassette tapes can be used to tape songs and dialogue from a variety of sources.
- Tapes can also be used for sound-slide productions.

14. *Motivating tests*

- These can be used at the beginning of a new unit to introduce students to some of the facts and concepts of that unit.
- They should not be graded.
- Answers should be provided so that students can mark their own tests.

15. *Slides*

- Slides can be taken of aspects of the environment, or can be derived from printed pictures or other slides.
- A 35 mm single-reflex camera gives the best slides.

16. Filmstrips

- Filmstrips can be bought or made from 35 mm pictures.
- There can be problems with commercial filmstrips because of their length and the amount of irrelevant material that often has to be shown.
- To avoid these problems, filmstrips can be edited and mounted as slides. Half-frame mounts are available from most camera stores.

17. Super-8 film

- Action films of role-playing or the environment can be taken by a student or teacher and used in a variety of ways.

18. Games

- Simulation games can be devised to explore health issues.
- Six or seven games will be needed so that the entire class can participate.
- Adaptations of television games can be used to test and impart facts on health topics. Examples include “Hollywood Squares”, “Concentration”, and “Reach for the Top”.

19. Kits

- Packages of health materials are available from which students can gain information on specific health topics.
- They can include any of the materials mentioned in this list.
- They can be designed for five or six students, or for individual use.
- A self-evaluation test is usually included in the package.

20. Station cards (facts or activities printed on cards to develop information on a health topic)

- Station cards can be placed around the classroom so that students can rotate from station to station.
- No more than three or four students should be at any one station at the same time.

21. Problem boards (a number of problems, usually on one topic, grouped together on a board)

- The problems can be solved by students working individually or in small groups.
- Discussion of each problem should take place after sufficient time is allowed to explore solutions.

22. Value strategies

- By the use of value strategies and structured experiences, value issues in health topics can be explored.
- Further information on strategies can be obtained from the books listed in the health education section of the resource list at the end of this guideline.

23. Videotape

- Videotape can be used in the same way as 8 mm films.
- Educational programs on health topics are often carried on the educational television network. Information on topics and times can be obtained from the Ontario Educational Communications Authority, P.O. Box 200, Station Q, Toronto, Ontario M4T 2T1.

24. Role-playing

- Role-playing can be an extremely effective strategy when handled properly.
- Students must be allowed to “pass”.
- It should be fun, voluntary, and introduced in a progressive manner to ensure trust and participation.
- A progression can consist of the following steps:
 - a) The teacher plays one role and the whole class another role. For example, the teacher plays the chairperson of a government commission investigating the non-medical use of drugs. The students play reporters who must interview the chairperson and then write a story about the commission’s findings.
 - b) Dual role-playing: Students work in pairs, each playing a role. The role-playing is done by everyone at the same time. For example, one person is a parent, the other a son or daughter who has just arrived home late from a date.
 - c) Mini role-playing: Four or five students role-play a situation in front of the class. It is often wise for the teacher to play a role with the students. As with all role-playing, it is important to have some type of follow-up activity.

Note: In all instances of role-playing, de-roling should be carried out to terminate the activity. De-roling is any process or comment that emphasizes that the role-playing situation is terminated.

Evaluation

General evaluation

The major purpose of evaluation in health education is to determine, with reference to specific objectives, the extent to which the experiences provided lead to the attainment of these objectives.

Evaluation in health education is concerned with the *process* and *results* of educational activity. Such things as the teaching process, the program, administration, content and materials, facilities, equipment, program time allotments, knowledge acquired, participation, student attitudes and behaviour, and marking and grading – all provide an appropriate focus for evaluation.

The assessment of health knowledge, attitudes, and behaviour can be used to help determine and evaluate:

- student needs
- program efficiency
- the effectiveness of instruction
- student progress

A complete evaluation program should also include a periodic assessment of the opinions of parents, administrators, and teachers regarding the health curriculum. Such assessment can help gain support for a new or revised program, method, or facility.

Evaluation is the determination of how successfully the objectives have been achieved and answers the question of whether or not an experience has value.

For further assistance in the area of evaluation, teachers are referred to the Ministry of Education document *Evaluation of Student Achievement: A Resource Guide for Teachers*, 1976.

Specific evaluation

Written tests in health education can be useful for assessing factual knowledge. Test results should be made known as soon as possible and time should be provided for students to review answers. Many exercises can be used to appraise attitudes and behaviour. However, these tests should not be used for grading purposes.

Because there is a limited amount of time for health education, student note-taking should be minimized. The teacher might supplement brief notes with handouts and/or good reference books.

Student presentations should not be a major component of a health education program because of the limited time available and the difficulty that many students have in making high-quality presentations.

Pre- and post-testing are important in determining the needs of the students and the success in reaching course objectives. However, the amount of instructional time used for such testing should be kept to a minimum.

Projects, health fairs, and community service projects and reports are excellent alternative evaluative activities. Projects should allow for choice within prescribed guidelines, for creativity, and for active learning. A health fair is much like a science fair, with an opportunity for the public and other students to view the display of projects. In most instances some award system for excellence is provided. Awards might be obtained from various community health services and agencies for projects of distinction in their area of health concern. Community service projects and reports provide for active participation by students in first-hand learning about health problems and services.

Marks in physical and health education can continue to be combined on a percentage-time basis. However, separate marks for physical education and for health education are highly recommended because they provide students with more accurate information regarding their progress in each subject.

Safety

Safety in a school physical and health education program falls into two main categories, theoretical and practical. The theoretical aspect involves an understanding of the basic concepts of safety, which can be presented as a part of the classroom instructional periods, in the gymnasium, or outdoors. The practical aspect involves the application of concepts and principles of safety in the activity program.

The following are factors that affect safety in the physical and health education program:

1. *Facilities*

The kind of facility and its physical organization must be taken into account. Aquatics programs and their related safety regulations are discussed on page 18.

2. *Equipment*

It is important that all equipment used in physical education be safe, tested, and of good quality. Personal protective equipment should also be provided whenever it is required. When apparatus or equipment is supplied for use by students, there is an assumed responsibility by the provider for the safety of such apparatus or equipment.

3. *The teacher*

The expertise of the teacher will affect safety in a physical education class. While this statement applies to all parts of the physical education program, it should be noted that in swim programs the teacher, who is an aquatics instructor, must be qualified under the regulations of the current Public Health Act respecting swimming pools.

4. *The student*

The standards of safety are also affected by the student's skill and understanding, attitude, physical condition, and pre-activity conditioning. The teacher must be vigilant to prevent one student from pressuring another into trying skills or activities for which he or she is not ready.

5. *The task*

The teaching method and the question of student readiness must also be considered. An unsafe situation is created when a student is pressured into attempting a skill before he or she is ready to do so. Proper sequences and progressions will reduce safety hazards. While these cautions apply to all physical education activities, they are particularly pertinent in the case of gymnastics, outdoor education, and the throwing and pole vault events in track and field. Because of the safety factors involved, javelin and discus are not recommended for inclusion in the instructional in-class program without the express permission of the local school board. Such permission, if granted, should be school and grade specific. It should also be noted that boxing is considered an unsatisfactory activity in a physical education program.

Rules relating to safety should always be established, clarified, and observed. In addition, game rules and performance rules and criteria should be modified and adapted where desirable in order to ensure maximum safety.

Supervision and liability must enter into any considerations of safety. Delegation of supervisory responsibility and authority to non-qualified persons can leave the teacher liable in case of accident and injury. The major factor in legal liability is the question of negligence either by omission or commission.

Basically, for liability to exist there must be:

- duty of care owed to the injured person, that is, a duty to maintain a standard of safety;
- a breach or failure to conform to the standard;
- an injury as the direct result of failure to maintain the proper standard of safety or as an indirect result where there is a sufficient foreseeability of the risk or a causal connection between the failure on the part of the person responsible to observe the standards and the injuries sustained.

Teachers of physical and health education should:

- develop jointly, or submit for consideration to the local school board officials, policies and approved activities for the local educational jurisdiction, and a procedure for obtaining administrative approval for any additional activities;
- assure adequate supervision for all instructional and co-instructional programs offered by the school;
- initiate and expedite regular, thorough inspections of equipment and facilities;
- check relevant insurance coverage and make sure that it is up-to-date and realistic;
- write out a complete accident report as soon as possible for any incident involving an injury (many court cases are not heard for months, or even years), and have the report signed by witnesses;
- obtain legal assistance where necessary and make legal counsel aware of all facts as soon as possible.

Special and careful consideration should be given to the question of transporting students to activities which are under the aegis of the school, but which are removed from the school site. If such transportation is by other than licensed commercial carriers, insurance coverage and legal liability should be investigated very carefully so that adequate protection is assured for all parties. Legal advice might well be sought. Liability must be taken into account when considering such things as transportation by the private automobiles of staff, parents, or others, or by students driving and transporting themselves and/or others.



When students are transported to, and/or engaged in, activities outside the province of Ontario, the question of coverage by OHIP should be investigated very carefully. Alternate or additional coverage may well be required in order to protect students.

Foolhardy behaviour, the use of alcohol, and the non-medical use of drugs should be viewed as safety hazards and should be strictly forbidden at all times. It should be noted that this prohibition extends to all co-instructional activities such as transportation, outdoor education, field trips, and water activities.

Responsibility for safety in the activities of physical and health education in the Intermediate Division should begin to shift, in keeping with the appropriate considerations, from the teacher to the student. Students must understand how to follow safety procedures and why they should do so.

The effectiveness of the safety component in physical and health education will depend in large measure upon the teacher's acceptance of his or her responsibilities *in loco parentis*. The care and concern expected of a kind and loving parent will do much to maintain safe practices in the school setting.

Sample Units

The following sample units illustrate two ways in which the content of this guideline should be expanded and developed at the school, family-of-schools, or school-board level to produce a course of study. Specific lessons should be developed after the course of study has been determined.

Physical Education – Track and Field

Note: The following is a model for organization, not for teaching. It is assumed that all possible variables are compatible with the content of the model.

General

Track-and-field athletics can provide physical activity for all students regardless of their level of physical maturation or body size. Track-and-field events can also combine the qualities of both individual sport and team play. In addition, the sport contributes to the achievement of physical education objectives such as the promotion of effort, fun, and enjoyment; the development of levels of skill that will enable students to participate more competently in physical activities that can enrich their lives; and the maintenance of an optimum level of personal fitness.

Unit objectives

The students should:

- enjoy the activity
- understand the basic components of each event
- experience and develop skills in events of their choice
- realize individual progress
- understand the importance of warm-up and conditioning

Planning the unit

The following factors should be considered when planning a unit for track and field in the Intermediate Division:

- the track-and-field program in previous grades;
- the preparation of task cards, station organization, and/or other materials and equipment required to teach the unit;
- placing an emphasis on personal improvement; time, distance, or height should not be the sole criteria for success;
- opportunities for students to acquire and practise skills;
- a class setting that facilitates safety, the flow of movement, and supervision.

Sample track-and-field progression chart

Grade	7	8	9	10
Survey of new events	I	I	I	I
Pre-test	B	B	B	B
Sprints	I-B	B	B	C
Middle distance	I	B	C	C
Hurdles	I-B	B	B	C
Relays	B	B	B	C
Long distance	I	B	B	B
Steeplechase	–	–	I	B
Long jump	B	B	B	C
Triple jump	B	B	B	C
Standing long jump	C	M	–	–
High jump	B	B	B	C
Pole vault	–	–	I	B
Shot put	I-B	B	B	C
Post-test*	B	B	B	B
M – Minimal I – Introductory B – Basic C – Continuing				

*Could take the form of a tabloid meet, track-and-field meet, or a standards system.

Teaching the unit

A multi-station organization is assumed for this sample unit. That is, event “activity stations” are established with the necessary equipment at each station.

In addition, instructional task cards, student observation cards for those working in pairs, posters, diagrams, and/or other materials will have to be made available at the stations. These aids will enable students to work effectively at the events of their choice and will free the teacher to instruct a specific event at a station and/or move about freely giving assistance where necessary.

This class organization provides for the use of a variety of teaching styles during the course of the unit.

Evaluation

Evaluation for this unit would be based upon the pre-test, and post-test, as indicated on the progression chart.

Resources

1. *Canadian Track and Field Association Coaching Manual*. Vanier City, Ontario: C.T.F.A., 1975. (Available through the Sports Administration Centre, 333 River Road, Vanier City, Ontario K1L 8B9).
2. Powell, John T. *Track and Field Fundamentals for Teacher and Coach*. 3rd ed. Champaign, Ill.: Stipes Publishing Co., 1976 (available through O.F.S.S.A.).
3. *Track and Field Coaching Charts*. Ottawa: Department of National Health and Welfare (available through O.F.S.S.A.).
4. *Track and Field Loop Films*. Chicago: Athletic Institute. Distributed in Canada by Canfilm Media, 2450 Victoria Park Ave., Willowdale, Ontario.

Health Education – Physical Fitness

General

Physical fitness is essential for making the most of one's life. A basic objective of physical and health education is to develop a positive attitude towards physical fitness and to encourage regular, vigorous activity aimed at the development of the various components of physical fitness. To this end a unit of study on physical fitness in the health education program should be correlated with the physical fitness component of the physical education program.

Concepts

A physical fitness unit in the health education program should develop the following concepts:

- Physical fitness is only one aspect of fitness; however, it is basic to total fitness.
- Sustained, vigorous physical activity of an aerobic nature increases the efficiency of the cardiorespiratory system.
- Regular physical activity is necessary to attain fitness.
- There must be adequate physical activity and rest in order to maintain fitness.
- Participation in exercise programs and recreational activities is fun and can provide opportunities for self-evaluation.
- There must be a balance between physical activity and rest in order to refresh the body and the mind.
- Proper nutrition is necessary for the body to function effectively.
- Many factors affect performance levels.
- The various components of physical fitness can be measured.

A. Grades 7 and 8 (basic development)

Time allotment: 90 min

1. *Definitions*

- total fitness
- physical fitness
- components of physical fitness

2. *Motivation*

- why one should be fit
- fitness in Canada
- opportunities for fitness in the school and the community

3. *Conditioning*

- aerobic and anaerobic exercises and programs (Correlate conditioning with the physical education program either in a fitness unit, or as a part of each class, or both.)

4. *Exercise and recreation*

- benefits of recreational activities in terms of exercise and physical fitness, for example, the fitness value of bicycling and jogging relative to that of softball and golf

5. *Influence of nutrition on physical fitness*

- key nutrients and their sources
- energy-producing foods
- weight control

B. Grades 9 and 10 (heavy concentration)

Time allotment: 300 min

1. *Review*

- definitions
- motivation
- nutrition

2. *Cardiorespiratory fitness*

- structure and functions of the heart, blood, and blood vessels
- systemic, pulmonary, and coronary circulation
- factors affecting heart rate
- composition of blood
- blood types
- lymphatic system

3. *Changes from the normal state*

- | | |
|-----------------------|----------------------------|
| – atherosclerosis | – stroke |
| – arteriosclerosis | – cyanosis (blue baby) |
| – hemophilia | – varicose veins |
| – anaemia | – infectious mononucleosis |
| – shock | – fainting |
| – coronary thrombosis | – angina |

4. *Effects and benefits of exercise*

- a) Immediate effects of exercise on the cardiovascular system:
- increase in heart rate and stroke volume;
 - rise in systolic blood pressure;
 - enlargement of blood vessels;
 - increase in the circulation of oxygen-carrying red corpuscles;
 - increase in the level of carbon dioxide and lactic acid;
 - more efficient venous returns.

b) Long-term effects on the heart:

- increase in size and strength of the heart muscles;
- higher stroke volume at all levels of activity, resulting in a slower heart rate;
- increase in the size and elasticity of the coronary arteries, providing greater blood flow with less resistance;
- increase in the size and number of capillaries, providing the heart with more nourishment and better distribution of oxygen, thus increasing efficiency, allowing for easier removal of waste products, and delaying fatigue;
- increase in collateral circulation, important in continuing or re-establishing circulation when a main vessel is closed off.

c) Long-term effects on the vascular system:

- increase in the size and elasticity of the arteries throughout the body;
- increase in the size and number of capillaries in the various tissues;
- increase in collateral circulation between all major arteries, taking an additional load off the heart;
- decrease in blood pressure both at rest and during exercise;
- delay in, or prevention of, hardening of the arteries.

d) Long-term effects on the blood:

- increase in the number of red corpuscles circulating in the blood, resulting in an increased workload capacity;
- decrease in the clotting time of the blood;
- increase in the activity of the blood plasma, which breaks up blood clots forming within the system, and lessens the chance of a blood clot forming in the heart, brain, or other vital organ;
- decrease in the residual levels of cholesterol and other fatty lipids in the blood.

5. *Respiration*

- definition
- process of respiration

6. *Oxygen debt*

- relation to anaerobic activity

7. *Effects of exercise on the respiratory system*

a) Immediate:

- increase in the rate and depth of breathing;
- increase in the flow of blood to the tissues of the respiratory muscles and through the lungs.



b) Long-term:

- increase in the size, strength, and endurance of the respiratory muscles, thus increasing efficiency and decreasing the oxygen requirement for a given amount of work;
- deeper, more efficient breathing, resulting in a slower rate of breathing both at rest and during sub-maximal levels of activity;
- faster return to resting respiration rate following exercise;
- increase in the ability to perform work and the ability to work for longer periods of time without fatigue.

8. *Fitness programs*

- aerobics
- circuit training
- weight training
- jogging
- interval training

9. *Testing programs*

- 12 min run-walk test
- Canada Fitness Awards
- The Fit Kit: Includes the Canada Home Fitness Test and seven other fitness aids. Sponsored by Recreation Canada, Department of National Health and Welfare (available from CAHPER, 333 River Rd., Vanier City, Ontario K1L 8B9)

10. *Air pollution*

- sources and prevention
- sources of carbon monoxide and carbon monoxide poisoning

11. *Changes from the normal state*

- | | |
|-------------|----------------|
| – allergies | – common cold |
| – hay fever | – bronchitis |
| – asthma | – tuberculosis |
| – emphysema | – lung cancer |

12. *Teaching aids*

- physiological testing equipment (available from scientific companies), such as the following: stethoscope, dynamometer, blood-pressure cuff, bicycle ergometer, spirometer, skin-fold calipers.

Resources

1. Books

Allsen, Philip E.; Harrison, Joyce M.; and Vance, Barbara. *Fitness for Life: An Individualized Approach*. Toronto: Burns and MacEachern, 1975.

Cooper, Kenneth. *The New Aerobics*. New York: Bantam Books, 1970.

Cooper, Mildred, and Cooper, Kenneth. *Aerobics for Women*. New York: Bantam Books, 1973.

Health and Fitness. Ottawa: Health and Welfare Canada, 1975.

Howell, M. L., and Morford, W. R. *Fitness Training Methods*. Ottawa: CAHPER, 1970.

Johnson, Perry B., and Updyke, W. F. *Physical Education: A Problem-Solving Approach to Health and Fitness*. New York: Holt, Rinehart and Winston, 1966.

Vitale, Frank. *Individualized Fitness Programs*. Toronto: Prentice-Hall, 1973.

2. Organizations

Ontario Heart Foundation (films and printed materials)

310 Davenport Rd.

Toronto, Ontario M5R 3K2

Ontario Lung Association (catalogue of educational materials available)

157 Willowdale Ave.

Willowdale, Ontario M2N 4Y7

3. Films

A Matter of Fat. National Film Board, 1969.

35 mm or 16 mm; 98 min, 42 s.

Physical Fitness and Good Health. Walt Disney Educational Materials Company, 1969. 16 mm; colour; 10 min. Distributed in Canada by Magic Lantern Film Distributions Ltd., 444 Pearl St., Burlington, Ontario.

Run Dick, Run Jane. Brigham Young University, 1971. 16 mm; colour; 20 min. Distributed in Canada by International Telefilm Enterprises, 221 Victoria St., Toronto, Ontario.

Run For Your Life. Informedia, 1975. 16 mm; colour; 15 min. Distributed in Canada by Marlin Films, 47 Lakeshore Blvd. E., Port Credit, Ontario.

4. Reprint articles

Reader's Digest "I am Joe's . . .". Reprints Editor, The Reader's Digest, 215 Redfern Ave., Montreal, Quebec.

5. *Models, charts, and specimens*

Pumping Heart and Breathing Man. Unassembled, anatomical model kits. Scholar's Choice, 50 Ballantyne Ave., Stratford, Ontario (catalogue available).

Charts and models. Denoyer-Geppert Science Catalogue. Denoyer-Geppert, Box 426, Willowdale, Ontario.

Artery specimens and lung specimens. Spenco Medical Corporation, P.O. Box 8113, Waco, Texas 76710 (catalogue available through Sports Equipment of Toronto, 490 Adelaide St. West, Toronto).



Resources

Physical Education

Barrow, H.M., and McGee, R. *A Practical Approach to Measurement in Physical Education*. 2nd ed. Philadelphia: Lea and Febiger, 1971.

A useful and comprehensive book divided into four parts: I. Introduction; II. Evaluation of the Product; III. Evaluation of the Process; and IV. Classification, Grading, and Rating Scales.

Dowell, Linus J. *Strategies for Teaching Physical Education*. 2nd ed. Philadelphia: Lea and Febiger, 1971.

Describes strategies for teaching physical education to secondary school students.

Fait, Hollis F. *Experiences in Movement: Physical Education for the Elementary School Child*. Toronto: W.B. Saunders, 1976.

A general book for elementary school which has some good material for teachers of Grades 7 and 8. Includes a useful index of dances, games, and stunts.

Heitmann, H.M., and Kneer, M.E. *Physical Education Instructional Techniques: An Individualized Humanistic Approach*. Englewood Cliffs, N.J.: Prentice-Hall, 1976.

The authors put forth a curriculum rationale and operational designs for an individualized program.

Klafs, Carl E., and Arnheim, Daniel D. *Modern Principles of Athletic Training*. 4th ed. St. Louis: C.V. Mosby, 1977.

Contains a comprehensive, well-illustrated coverage of all aspects of athletic training. Conditioning, the treatment of injuries, and the fitting of protective equipment are included, as well as pertinent anatomical, physiological, and kinesiological concepts relating structure to function.

Mosston, Muska. *Teaching Physical Education: From Command to Discovery*. Columbus, Ohio: Charles E. Merrill, 1966.

Presents an evolutionary approach to teaching physical education through a spectrum of teaching styles.

Orlick, Terry, and Botterill, Cal. *Every Kid Can Win*. Chicago: Nelson-Hall, 1975.

Focuses on the feelings of the sports participant and the belief that all children, whether athletically talented or not, should be given an opportunity to enjoy sports.

Stanley, Sheila. *Physical Education: A Movement Orientation*. Toronto: McGraw-Hill, 1969.

A modern educational approach to teaching techniques, methods, and concepts in dance, games, and gymnastics.

Vanier, Maryhelen, and Fait, Hollis F. *Teaching Physical Education in Secondary Schools*. 4th ed. Toronto: W. B. Saunders, 1975.

A good general-purpose text which contains chapters on administration, teaching methods, and co-instructional programs, as well as chapters on six of the seven broad categories of activities.

Aquatics

The Canadian Red Cross Society. 5th ed. *Instructor's Guide and Reference*. Toronto: Canadian Red Cross Society, 1977.

Teaching methods and materials for the Red Cross Swim Program.

Counsilman, James E. *The Science of Swimming*. Englewood Cliffs, N.J.: Prentice-Hall, 1968.

Concerned mainly with competitive swimming, but also gives a breakdown of each of the major swimming strokes.

The Royal Life-Saving Society of Canada. *Canadian Life-Saving Manual*. Toronto: R.L.S.S.C. Regularly updated.

Series of five booklets covering aspects of life-saving, swimming strokes, basic diving, and synchronized swimming skills.

Dance

Caroll, Jean, and Lofthouse, Peter. *Creative Dance for Boys*. 2nd ed. London: MacDonald & Evans, 1969.

Offers suggestions for teaching creative dance to boys. Stresses ways of encouraging young boys to learn creative dance.

Cayou, Delores. *Modern Jazz Dance*. Palo Alto, Calif.: Mayfield, 1971.

Describes the origins and history of jazz dance and the contribution of Black American culture to jazz. Detailed descriptions of many exercises, turns, and isolations are included.

Ellfeldt, Lois, and Morton, Virgil L. *This Is Ballroom Dance*. Palo Alto, Calif.: Mayfield, 1974.

Presents the fundamentals of ballroom dance and points out similarities and differences in dances. Descriptions of dances are arranged in the order in which they developed; they include the waltz, fox-trot, tango, rhumba, swing, samba, cha-cha, and rock.

Everett, Bert. *Traditional Canadian Dances*. Toronto: Can-Ed Media, 1977.

Includes methods and tips for teaching and introductions to a small number of dances as well as a list of useful records.

Geddes, Jack. *Folk and Square Dances*. Toronto: Can-Ed Media, 1974.

Includes instructions for a wide variety of dances of different nationalities including Canadian traditional and novelty dances, jazzy numbers for teens, round and square dances, line and circle dances, and many traditional folk dances.

Mettler, Barbara. *Materials of Dance as a Creative Art Activity*. Tucson, Ariz.: Mettler Studios, 1960.

Approaches dance as a form of movement that provides problems to be solved. Includes useful lesson material.

Sabatine, Jean. *Techniques and Styles of Jazz Dancing*. Waldwick, N.J.: Hoctor Dance Records, 1969.

An illustrated dance manual covering a brief history of jazz dance, a definition and description of the properties of jazz dance, a survey of some contemporary styles and techniques, and a basic series of jazz techniques.

Gymnastics Activities

Koop, Evelyn. *The Basics of Modern Rhythmic Gymnastics*. Scarborough, Ont.: A & A Printing Co., 1977.

A comprehensive manual of free exercise and apparatus work for teacher, performer, and coach.

Mauldon, Elizabeth, and Layson, June. *Teaching Gymnastics*. London: MacDonald & Evans, 1965.

Movement education principles are applied to gymnastics. The indirect teaching methodology is used. Stresses mixed classes of ten-to-eleven-year-olds but could be adapted for older students. Discusses three aspects of each gymnastics theme: material, teaching, and apparatus.

Taylor, Bryce; Bajin, Boris; and Zivic, Tom. *Olympic Gymnastics for Men and Women*. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

Includes up-to-date progressions for training and performance for all Olympic events, and refinements for specific events. Also contains ideas for the development of gymnastics programs.

Williams, Jean. *Themes for Educational Gymnastics*. 2nd ed. London: Lepus, 1976.

An "ideas" book designed to give teachers a framework within which to operate. Attention to the body and its movements is taken as a central consideration throughout the book.

Individual and Dual Sports

Cooper, John Miller. *Track and Field for Coach and Athlete*. 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1970.

Complete coverage of almost all track-and-field events, giving sample workout schedules and helpful hints to performers, and explaining clearly the best way to perform an event.

Disley, John. *Your Way with Map and Compass Orienteering*. Toronto: Silva Ltd., 1973.

A guide for the serious competitor, coach, or teacher. Covers the basics of orienteering, types of competitions, competitive techniques, fitness training, organization of meets, and course-setting.

Garvie, Gordon T. *Let's Wrestle: A Handbook for Young Wrestlers and Instructors*. Don Mills, Ont.: Collier Macmillan, 1972.

Designed to help the novice teacher in setting up a wrestling program. In addition to illustrating wrestling manoeuvres, the book tells instructors how to set up and judge tournaments.

Gilchrist, James. *Teaching Orienteering*. 2nd ed. Willowdale, Ont.: Orienteering Services, 1976.

A handbook for teachers with an excellent chapter on maps.

Paisch, Wilf. *Track and Field Athletics*. London: Lepus, 1976.

Directed to athlete, teacher, and coach, this book includes specialized chapters on each event and chapters on the philosophy of teaching and coaching track and field, the history of track and field, and on diet and strength training.

Powell, John T. *Track and Field Fundamentals for Teacher and Coach*. 3rd ed. Champaign Ill.: Stipes Publishing Co., 1976. Available from O.F.S.A.A., 111 Railside Rd., Don Mills M3A 1B2.

Track-and-field fundamentals and common faults in performance are described, and ways of correcting these faults are suggested.

Worthington, Eric. *Teaching Soccer Skill*. Illus. London: Lepus, 1974.

Describes the history of the game, basic concepts, the teaching and learning of skills, planning a soccer curriculum, and evaluation. Includes a bibliography.

Outdoor Activities

Keating, Michael. *Cross-Country Canada*. Scarborough, Ont.: Van Nostrand Reinhold Ltd., 1977.

Includes an excellent trails directory, organized by province; describes the types of skiing, food, shelter, instruction, and rental equipment available; and covers basic techniques, various types of equipment, and various types of related outdoor winter activities.

Langer, Richard W. *The Joy of Camping*. New York: Saturday Review Press, 1973.

A wide-range guide to all aspects of camping, for the beginner and the experienced camper alike.

Nowell, Iris. *Cross-Country Skiing in Toronto and Southern Ontario*. Toronto: Toronto Life, 1974.

Compiled with the assistance of authorities in the field, it tells where to ski and how to ski, and gives tips on choosing equipment, waxing, picnicking, and outdoor living.

Physical Fitness

Astrand, Per-Olof, and Rodahl, Kaare. *Textbook of Work Physiology*. Toronto: McGraw-Hill Ryerson, 1977.

An excellent teacher reference on physical fitness and the physiological bases of exercise.

Corbin, Charles B., et al. *Concepts in Physical Education with Laboratories and Experiments*. Dubuque, Iowa: William C. Brown, 1970.

Presents concepts of exercise and physical activity that contribute to general good health. The laboratory part of the book enables each student to evaluate personal physical fitness and suggests remedial techniques.

De Vries, Herbert. *Physiology of Exercise for Physical Education and Athletics*. Dubuque, Iowa: William C. Brown, 1966.

A comprehensive text which selectively reviews basic physiology and relates this knowledge practically to physical education and to coaching.

Team Sports

The All England Women's Field Hockey Association. *Women's Hockey*. London: Educational Productions Ltd., 1974.

An illustrated booklet describing the game, basic equipment, rules of play, and basic strategy.

Blake, O. William, and Volp, Anne M. *Lead-up Games to Team Sports*. Englewood Cliffs, N.J.: Prentice-Hall, 1964.

Lead-up games to basketball, field hockey, lacrosse, soccer, softball, speedball, touch football, and volleyball are arranged progressively from simple to complex.

Bratton, Robert. *300 Plus Volleyball Drills and Ideas*. Ottawa: Canadian Volleyball Association, 1976.

An illustrated book of drills for passing, serving, attacking, and blocking. Also includes coaching ideas and game modifications.

Canadian Women's Field Hockey Rules and Umpiring Guide with Official Rules and Interpretations. Ottawa: Canadian Field Hockey Council, Sport Administration Centre, 1977.

This book is the basic source of information on the game.

Hinkson, Jim. *Box Lacrosse – The Fastest Game on Two Feet*. Toronto: J.M. Dent, 1974.

Describes fundamentals of fast-break and short-pass systems, team offense and defense, power play, man-short play, face-off, and goal tending. Drills included.

Lenard, A.L. *Canadian Football Instructor*. Kingston, Ont.: Queen's University Press, 1976.

Deals with the fundamentals of the Canadian game. Also covers health and safety practices.

Pugliese, D., and Rose, J. *Basketball for the New Coach*. Ottawa: CAHPER, 1968.

A book of skills and drills for the beginning coach.

Reeson, J. *Lacrosse: Know the Game*. London: Educational Productions Ltd., 1965.

An illustrated booklet describing the game, equipment used, rules of play, and basic strategy.

Rules of the Game of Field Hockey: With Guidance for Players and Enquiries. Ottawa: Canadian Field Hockey Council, 1977.

International rules for both men and women.

Underwood, M., and Bartlett, K. *Better Rugby*. England: Rugby Football Union, 1973.

A comprehensive, well-illustrated manual for teacher and coach, showing novice to advanced play, with drills, practices, ideas for lesson plans, and indoor work.

Health Education

Addiction Research Foundation, *Educational Materials Catalogue*. Available from the Addiction Research Foundation, 33 Russell St., Toronto.

A catalogue of films, pamphlets, books, periodicals, video cassettes, microfiche/film, posters, and audio tapes, with brief descriptions of each item, its length, and the price of purchase.

Burt, John, and Meeks, Linda. *Education For Sexuality*. Philadelphia: W. B. Saunders, 1975.

Contains basic information on sexuality as well as lesson plans and originals for overhead transparencies. (The same title, by Burt and Brower, contains the same material as well as additional material for the Primary and Junior divisions.)

Buxbaum, K. L., and Lindenmeyer, Stratton. *What You Should Know About Venereal Disease*. New York: Harcourt, Brace, Jovanovich, 1977.

A straightforward approach including question/answer format, case histories, and a knowledge quiz. A teacher's manual is available, which includes value-clarifying strategies.

Canfield, Jack, and Wells, H.C. *100 Ways to Enhance Self-Concept in the Classroom*. Englewood Cliffs, N.J.: Prentice-Hall, 1976.

A book of practical activities that can be used in the classroom to promote feelings of self-worth.

Carroll, Charles Robert; Miller, Dean; and Nash, John C. *Health: The Science of Human Adaptation*. Dubuque, Iowa: William C. Brown, 1976.

A good, general reference book in health education for teachers.

Chicago Lung Association. *The Respiratory System and Smoking*. Chicago: Chicago Lung Association, 1973.

A book of overhead transparencies dealing with the physical aspects of smoking.

Health and Welfare Canada. *Resource Guide on Smoking and Health for Canadian Schools*. 2nd ed. Ottawa: Health and Welfare Canada, 1976.

A compilation of various resources.

Ingelman-Sundberg, Axel, and Wirsén, Claes. *A Child Is Born: The Drama of Life Before Birth*. New York: Dell, 1969.

Accompanied by excellent photographs, this book deals with fetal development and birth.

Kalant, Harold, and Kalant, Oriano. *Drugs, Society, and Personal Choice*. Toronto: Musson, 1971.

A factual, objective report designed to help people arrive at fully informed, balanced, reasonable decisions about drugs.

Keyl, Anne. *V.D.: The People to People Diseases*. Toronto: House of Anansi, 1972.

Describes venereal diseases in a straightforward and clinical fashion. Explains what venereal diseases are, gives a brief history of them, and goes on to describe the cause, diagnosis, and treatment of the diseases.

Kime, R.E.; Scholadt, R.G.; and Tritsch, L.F. *Health Instruction: An Action Approach*. Englewood Cliffs, N.J.: Prentice-Hall, 1977.

Provides a sound background for teachers of elementary and secondary school health. Approximately one hundred learning activities and philosophical guidelines are included.

Lalonde, Marc. *A New Perspective on the Health of Canadians*. Ottawa: Health and Welfare Canada, 1974.

A working paper which unfolds a new perspective on the health of Canadians. Includes charts and graphs of causes of death by age and sex in Canada. Particularly looks at the area of self-imposed risks and their effect on health.

Mutter, Gord. *The "Plakoff" Program*. Willowdale, Ont.: B. & R. Productions, 1976.

Resource materials which provide both information and experiences for children regarding dental health.

Raths, Louis, et al. *Values and Teaching*. Columbus, Ohio: Charles E. Merrill, 1966.

Outlines the philosophy behind values clarification as well as some strategies useful in presenting topics dealing with morals.

Read, Donald A. *Looking In: Exploring One's Personal Health Values*. Toronto: Prentice-Hall, 1977.

A book of values strategies exploring most aspects of personal health.

Readings in Health, 76/77. Guilford, Conn.: Dushkin Publishing Co. Published annually.

Readings from major magazines on a variety of health topics.

Recreation Canada, Fitness and Amateur Sport Branch. *Health and Fitness*. Ottawa: Department of National Health and Welfare, 1975.

This small booklet outlines the important theory and practice of keeping physically fit.

Rucker, W.; Arnsperger, V.; and Brodbeck, A. *Human Values in Education*. Dubuque, Iowa: Kendall/Hunt, 1969.

Topics include the Discovery of Valuing in Education, the Release of Learning Potential, Giving Form to Value Thinking, and Contextual Reconstruction of Education.

Rugh, Roberts, and Shettles, Landrum B. *From Conception to Birth*. Toronto: Fitzhenry & Whiteside, 1971.

Chronicles the prenatal development of the child, with reference to maternal as well as fetal changes during pregnancy.

Simon, S.; Leland, W.; and Kirschenbaum, H. *Values Clarification*. New York: Hart Publishing, 1972.

A handbook of practical strategies for teachers and students.

Sleet, David, and Estrada, Jackie. *Life and Health*. 2nd ed. Toronto: CRM/Random House of Canada, 1976.

An excellent reference text for general health education. Well illustrated with accurate, up-to-date information.

Smart, Reginald G. *The New Drinkers*. Toronto: Addiction Research Foundation, 1976.

Attempts to answer the most frequently asked questions concerning alcohol use and abuse among Ontario teenagers.

Superka, D., et al. *Values Education Sourcebook*. Boulder, Col.: Social Science Education Consortium, 1976.

Includes conceptual approaches, materials analyses, and an annotated bibliography.

Tanner, Ogden et al. *Stress*. New York, N.Y.: Time-Life Books, 1976.

A complete book on the physiology and theories of stress. It contains excellent photographs.

Winning at Losing. Nutrition program. Ontario Milk Marketing Board, 50 Maitland St., Toronto M4Y 1C7.

A workshop program for Intermediate teachers offered during professional development days. Through the teacher, it offers teenagers a preventative approach to weight control. Only teachers who participate in the workshop are provided with resource materials.

Periodicals

Health

Health League of Canada
76 Avenue Rd.
Toronto, Ontario

Journal of the Canadian Association for Health, Physical Education and Recreation
333 River Rd.
Vanier City, Ontario K1L 8B9

Ontario Physical and Health Education Journal
c/o Mr. Bill Paterson – Secretary-Treasurer
Althouse College of Education
London, Ontario

Additional Sources of Information

Provincial sport-governing bodies:

c/o Sport Ontario
559 Jarvis St.
Toronto, Ontario M4Y 2J1

National sport-governing bodies:

c/o Sports Administration Centre
333 River Rd.
Vanier City, Ontario K1L 8B9

Videotapes

The Videotape Program Service (VIPS) makes taped copies of OECA programs and programs acquired from other sources available to educational institutions in the Province of Ontario for non-broadcast use.

Programs must be ordered on a VIPS order form available from:

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